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ABSTRACT

A college-wide steering committee worked to develop this planning process. Twenty-five planning goals were developed in a workshop where students, faculty, administrators, trustees, alumni, and sponsor-liaison representatives fully participated. This document sets forth the future directions of the college by indicating the specific actions and objectives necessary to meet the planning goals. The plan itself is based on a systematic consideration of the on-going activities of the college, and recommendations from the academic and administrative departments of the college regarding their direct, supportive, and overall coordinating roles in fulfilling the planning goals. First discussed is the institutional framework, including a general appraisal, and discussions of the college mission, budget, governance, and legal structure. The general discussion of the educational programs includes sections on academic programs, program evaluation procedures, the identification of prospective new clientele, and an appraisal of the professional staff. Also discussed are nontraditional educational patterns and methods, decision making arrangements, interinstitutional cooperation, accountability, and implementation of the enrollment plan and the facilities plan. (Author/NHM)

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DUTCHESS COMMUNITY COLLEGE

CAMPUS MASTER PLAN

1976

JC 760 053

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Long Range Planning Committee

Chairperson

Freda R.H. Martens.....Dean of Planning & Information Services

Vice Chairperson

Arthur Pritchard.....Assistant Professor, Department of Biology

Committee

D. Cargill.....Associate Professor
T. Emery.....Assistant Professor
J. Flynn.....Associate Professor
G. Freedman.....Associate Professor
M. Generali.....Student
J. Gilman.....Trustee
W. Happ.....Professor
J. Horton.....President, Evening Student Alumni Association
G. McClellan.....Assistant Dean of Community Services
J. Poilluci.....Member, County Board of Representatives
W. Shaw.....Student
T. Smith.....Assistant Director, Student Activities
T. Starzyk.....President, Day Student Alumni Association
A. Washington.....Acting Executive Dean

TABLE OF CONTENTS

	Page No.
Introduction	1
I. Institutional Framework	5
A. General Appraisal - Current Status and the Future.	5
B. Campus Mission	6
1. Present Mission	6
2. Proposed Clarification of Mission	6
C. Community College Affairs	10
1. Legal Structure	10
2. Finance/Budget	11
3. Governance	14
II. Educational Program	16
A. Academic Programs	16
1. Major Program Changes	16
1.1 Two-Year Degree and One-year Certificate Program	16
1.2 Community Services and Special Programs.	22
1.3 Developmental Education	24
2. Program Evaluation Processes	25
3. The Overall Profile of Academic Program Offerings Projected for the Future	28
B. Identification of Prospective New Clientele	32
1. Expected Changes in Student Body Characteristics	33
2. Program Impact of Student Body Changes	36
C. Professional Staff	39
1. Expected Changes in Professional Staff Characteristics	39
2. Matching of Staff to Changing Program	40
3. Plans for Development and Renewal of Professional Staff	41
4. Tenure - Projected Tenure Status of Faculty	45
5. Affirmative Action Plan	49
D. Subjects of Special Concern to Students	52
1. Non-Instructional Services to Students	52
2. Co-Curricula and Extra-Curricula Activities	57

III. Educational Patterns and Methods..... 59

A. Non-Traditional Patterns and Methods..... 59

1. Time Patterns..... 59
2. Location Patterns..... 60
3. Resource Patterns..... 61
4. Methodological Patterns..... 62

B. Barriers to Change - Plans to Overcome Barriers... 66

C. Anticipated Evaluation and Improvement of New Methods..... 67

IV. Decision Making Arrangements..... 69

A. University-Wide Governance..... 69

1. Appraisal of Existing Bodies and Processes...
2. Recommendations for Improvement..... 69

B. Campus Governance..... 70

1. Appraisal of Existing Bodies and Processes... 70
2. Recommendations for Improvement..... 70

V. Inter-Institutional Cooperation..... 71

A. Present Major Efforts and Activities..... 71

1. Intra-University..... 71
2. Other..... 71

B. Plans for Change or Improvement..... 72

VI. Accountability..... 76

A. Plans for Assuring Policy and Plan Compliance..... 76

B. Methods for Measurement of Plan Implementation.... 77

VII. Implementation..... 79

A. Enrollment Plan..... 79

B. Facilities Plan..... 80

Introduction

The assumptions upon which this Master Plan for 1976-80 are based are as follows:

A. Basic Assumptions

Dutchess Community College will continue to develop as authorized by statutory law. It will:

- Remain a comprehensive two-year community college
- Operate within a partnership of state and sponsor support
- Remain "under the program of the State University of New York"
- Continue to be a Full Opportunity college
- Continue to be a low tuition college

B. Planning Assumptions

1. Dutchess Community College will continue to serve a student body of diverse interests, abilities, age distribution, and socio-economic background.
2. Dutchess Community College will continue to provide educational programs to meet the needs of its students, the community, and the state.
3. Dutchess Community College will continue to provide an environment conducive to learning.
4. Effective management and accountability to the public, will assume greater importance as resources become more costly and limited.

C. Plan Development

This plan is based on the systematic consideration of the on-going activities of the College (i.e. educational programs, academic support programs, student services, etc.), and recommendations from the academic and administrative departments of the College regarding their direct, supportive and/or over-all coordinating roles in fulfilling the planning goals of the College. A college-wide Steering Committee of students, faculty, administrators, and trustees worked to develop this planning process.

The planning goals were developed in a workshop where students, faculty, administrators, trustees, alumni and sponsor-liaison representatives fully participated. The goals for this Master Plan are as follows:

- PLANNING GOALS

  - WITHIN THE FRAMEWORK OF THE PLAN, DUTCHESS COMMUNITY COLLEGE WILL ACHIEVE AT LEAST THE STATE MANDATED FACULTY STUDENT RATIOS AND SUCH OTHER REQUIREMENTS ON WHICH STATE SUPPORT IS MADE AVAILABLE, IN ORDER TO RECEIVE MAXIMUM SUPPORT PROVIDED BY STATE FUNDING FORMULAS.

  - AS A COMPREHENSIVE COMMUNITY COLLEGE, DUTCHESS COMMUNITY COLLEGE WILL PROVIDE EDUCATIONAL PROGRAMS CONSISTENT WITH ITS APPROVED STATEMENTS OF PURPOSE AND CONTINUING GOALS.

  - DUTCHESS COMMUNITY COLLEGE WILL EXPAND PROGRAM OPTIONS, USING EXISTING COURSES IN ORDER TO MEET THE SPECIFIC NEEDS OF ITS STUDENTS.

  - IN ORDER TO MAINTAIN HIGH STANDARDS OF QUALITY EDUCATION, DUTCHESS COMMUNITY COLLEGE WILL CONDUCT AN ONGOING REVIEW OF ITS PLANS, PROGRAMS, COURSE OFFERINGS AND OF ITS ACADEMIC AND ADMINISTRATIVE SUPPORT PROGRAMS.

  - DUTCHESS COMMUNITY WILL SUPPORT INCREASED EDUCATIONAL AND INSTITUTIONAL RESEARCH DESIGNED TO PROMOTE THE CONTINUED BETTERMENT OF ALL THE COLLEGE'S PROGRAMS.

  - DUTCHESS COMMUNITY COLLEGE WILL DEVELOP A MORE COMPREHENSIVE DIALOGUE WITH ITS VARIOUS CONSTITUTENCIES IN ORDER TO PROVIDE OPPORTUNITIES FOR IMPROVED FEEDBACK AND EVALUATION OF ITS PROGRAMS.

  - DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO IDENTIFY NEW STUDENT CLIENTELE THROUGH THEIR INTERESTS OR FROM INSTITUTIONAL RESEARCH.

  - DUTCHESS COMMUNITY COLLEGE WILL DEVELOP AND IMPLEMENT REACHOUT PROGRAMS TO MEET THE NEEDS OF NEW STUDENT CLIENTELES.

  - DUTCHESS COMMUNITY COLLEGE WILL CONTINUE ITS POLICY OF EQUAL EMPLOYMENT OPPORTUNITY.

  - DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO FOLLOW POLICIES OF PROFESSIONAL STAFF RECRUITMENT AND DEVELOPMENT WHICH WILL INSURE THE GREATEST POSSIBLE UTILIZATION OF EXISTING AND POTENTIAL CAPABILITIES OF STAFF MEMBERS.

- DUTCHESS COMMUNITY COLLEGE WILL SUPPORT THE CONTINUED DEVELOPMENT OF PROFESSIONAL STAFF MEMBERS TO PROVIDE AND/OR SUPPORT CURRENT PROGRAMS AND THOSE WHICH WILL EMERGE TO MEET THE CHANGING NEEDS OF STUDENTS IN THE COMMUNITY.

- DUTCHESS COMMUNITY COLLEGE WILL ACHIEVE FULL IMPLEMENTATION OF ITS AFFIRMATIVE ACTION PLAN BY 1980.

- DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO DEVELOP AND MAINTAIN ACADEMIC CONSULTATION SERVICES FOR PROSPECTIVE AND ENROLLED STUDENTS.

- DUTCHESS COMMUNITY COLLEGE WILL DEVELOP AND MAINTAIN FINANCIAL ASSISTANCE PROGRAMS DESIGNED TO INSURE THE MAXIMUM ASSISTANCE TO ALL STUDENTS IN NEED OF SUCH AID.

- DUTCHESS COMMUNITY COLLEGE WILL SECURE ACTIVE COMMUNITY SUPPORT AND ASSISTANCE WITH COURSE RELATED EMPLOYMENT OPPORTUNITIES FOR STUDENTS GRADUATING FROM THE COLLEGE.

- DUTCHESS COMMUNITY COLLEGE WILL MAINTAIN AN ONGOING PROGRAM TO PROMOTE THE DEVELOPMENT OF STUDENT LEADERSHIP.

- DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO PROVIDE A CULTURAL ENRICHMENT PROGRAM AND WILL DEVELOP AN AWARENESS OF THE VARIOUS CULTURES REPRESENTED IN A COLLEGE COMMUNITY.

- DUTCHESS COMMUNITY COLLEGE WILL PROVIDE AND UTILIZE ESSENTIAL AND REQUISITE SUPPORT STAFF, SERVICES AND FACILITIES WITHIN THE LIMITS OF RESOURCES AVAILABLE.

- DUTCHESS COMMUNITY COLLEGE WILL ESTABLISH ADMINISTRATIVE PROCEDURES DESIGNED TO PERMIT INNOVATION AND FLEXIBILITY IN COURSE SCHEDULING, CREDIT ASSIGNMENT, TEACHING TECHNIQUES AND METHODOLOGIES AND NEW CALENDAR ARRANGEMENTS.

- DUTCHESS COMMUNITY COLLEGE WILL INCREASE INNOVATED TEACHING/LEARNING THROUGH VARIED PATTERNS OF RESOURCE UTILIZATION.

- IN ORDER TO PERMIT INNOVATION IN CLASSROOM TECHNIQUES, PROCEDURES AND LOCATIONS, DUTCHESS COMMUNITY COLLEGE WILL ENCOURAGE THE DEVELOPMENT AND USE OF NON-TRADITIONAL MODES OF INSTRUCTION.

- DUTCHESS COMMUNITY COLLEGE WILL PROMOTE DECENTRALIZED DECISION-MAKING WITHIN THE FRAMEWORK OF ACADEMIC GOVERNANCE AND IMPROVED COMMUNICATION AMONG THE TOTAL COLLEGE COMMUNITY.

- DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO DEVELOP APPROPRIATE ARTICULATION PROGRAMS WITH AREA COLLEGES AND SECONDARY SCHOOLD IN PROVIDING FOR THE EDUCATIONAL NEEDS OF STUDENTS.

- DUTCHESS COMMUNITY COLLEGE WILL DEVELOP COST EFFECTIVE PROCEDURES DESIGNED TO PROMOTE EFFECTIVE MANAGEMENT AND MAXIMUM STUDENT LEARNING.

- DUTCHESS COMMUNITY COLLEGE WILL INCREASE ITS USE OF COMPUTER SERVICES IN THE GENERATION OF MANAGEMENT DATA IN ORDER TO PROVIDE CONTINUAL EVALUATION AND TO ASSIST IN THE ACCOUNTABILITY OF RESOURCES USED.

I. Institutional Framework

A. General Appraisal - Current Status and the Future

D.C.C.'s present status is good. The College was re-accredited in July 1975 by the Middle States Association following a visit by its reaccrediting team in March 1975.

After many recent months of campus construction, of intensive faculty organized research to prepare the "Self Study Report" for consideration by the Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools, changes in the top administrative leadership following reorganization and new appointments, and a semester of intensive planning efforts for the preparation of this document, D.C.C. feels it is in good position to outline its future needs.

This planning document, therefore, sets forth the future directions of the College by indicating the objectives to be met to meet the planning goals.

Priorities of the President and Deans of the College, however, include all those planning goals and objectives that:

1. Require the continuous and on-going evaluation of academic programs and administrative and student-support services. The immediate assessment of the future direction and efficacy of D.C.C.'s Computed Assisted Instruction activities its Developmental Education program and the 4-1-4 calendar will have top priority.

2. Require the implementation of all Middle States recommendations, as integrated into the objectives of this plan. In this regard, D.C.C.'s administrative reorganization will be systematically reviewed and evaluated.

3. Require a study to improve student retention in the College and in its programs, as well as an analysis of the status of academic programs relative to the job success of the graduates and/or transfer students.

4. Require the implementation of effective cost accounting and related procedures, including achievement of student/faculty ratios.

5. Provide for continuous support of the teaching/learning process and especially increased services to part-time students, including financial aid.

6. Provide for improved enrollment in the Liberal Arts program.

7. Provide for curricula evaluation that examines cost and program relationships to the job market and to the total collegiate experience.

Such priorities, of necessity, outline the future directions of the College.

B. Campus Mission

1. Present Mission

Section 6303 and 6304 of the Education Law says that:

"Community colleges shall provide two-year programs of post high school nature combining general education with technical education relating to the occupational needs of the community or area in which the college is located and those of the state and the nation generally."

"Special courses and extension work may be provided for part-time students."

"Provide for adequate programs of remediation, instruction and counselling to meet the needs of all students to be served by the college."

"Establish a policy of offering acceptance in an appropriate program of the college to all applicants residing in the sponsorship area who graduated from high school within the prior year and to applicants...who were released from active duty with the armed forces of the United States within the prior year."

2. Proposed Clarification of Mission

Dutchess Community College has examined the statutory mandated mission of the College.

A subcommittee of faculty, working to achieve reaccreditation of the College, presented its report entitled: "Educational Objectives at Dutchess Community College" to the March 1975 Middle States evaluation team. The subcommittee recommended that "goal consciousness be elevated and that Dutchess Community College College's all-college goals be restated so that there exists "a clear awareness of the institution's aspirations and intentions".

It was recognized that this would help to synthesize what sometimes seemed to be the disparate purposes of the various components of the College.

This subcommittee gave the Educational Testing Services' Institutional Goals Inventory to random samples of students, faculty, administrators and trustees. A profile chart showing the relative degree of importance attached to outcome and process goals is attached.

Based on the above, Dutchess Community College presents the following list of campus approved* continuing institutional goals, as its proposed restatement and clarification of the College's mission.

DUTCHESS COMMUNITY COLLEGE'S CONTINUING GOALS:

1. To provide courses and programs that prepare the student for transfer to a four-year college.
2. To provide courses and programs to prepare for employment.
3. To provide opportunities for flexible and lifelong continuing education.
4. To maintain high quality educational programs and standards for student achievement.
5. To assist each student to develop to his/her fullest potential.
6. To provide students with career, academic, and personal counselling services to help them attain their educational goals.
7. To maintain a policy of open admission to the College.
8. To attract students who might not otherwise enroll in a postsecondary educational program.
9. To help make students aware of their social and political responsibility toward the community, the nation, and the world.
10. To provide an environment conducive to learning.
11. To establish and maintain effective communications within the College and between the College and the community.

* To be approved by the Faculty and Trustees

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12. To conduct an ongoing evaluation of total institutional effectiveness through research and to seek constant improvement through planning and innovation.

13. To create and maintain mutual trust and respect between all components of the college community and to provide appropriate participatory modes of governance.

C. Community College Subjects

1. Legal Structure

The legal structure under which D.C.C. operates is set forth in the 1948 enabling legislation.

During the period of this plan, the President will:

-work with SUNY in creating new legislation that will clarify the relationship between, and the responsibilities of, the State of New York and the local sponsor.

-work to improve communication between Trustees and also members of the College community by greater utilization of the parallel committee structure.

-assist the Association of Boards and Councils of Two-Year Colleges of the State University of New York in developing a viable structure for representing all the Trustees of SUNY's community colleges.

-continue the positive working relationships which exist with Dutchess County and its County Legislature.

2. Finance and Budget

Dutchess Community College is dependent upon the State of New York for about 36% of its operating support. Therefore, a PLANNING GOAL will be:

- WITHIN THE FRAMEWORK OF THE PLAN, DUTCHESS COMMUNITY COLLEGE WILL ACHIEVE AT LEAST THE STATE MANDATED FACULTY STUDENT RATIOS AND SUCH OTHER REQUIREMENTS ON WHICH STATE SUPPORT IS MADE AVAILABLE, IN ORDER TO RECEIVE MAXIMUM SUPPORT PROVIDED BY STATE FUNDING FORMULAS.

Although the major responsibility for budget development and implementation is that of the Office of the Dean of Administration, in full cooperation with the President, it is also a responsibility of all at the College. This latter responsibility is shared with Department Heads and Deans to varying degrees. Unit costs, program costs and the effect of program changes is a major concern of all Deans and particularly of the Dean of Planning and Information Services. As the College moves ahead to develop planning/ program/budgeting as an effective means of proper resource allocation and financial accountability, the involvement of faculty will be increased. The following objectives have been proposed to meet the above planning goal:

- The Office of the Executive Dean will schedule and plan course offerings such that the College will attain a student/ faculty ratio of 17.5 for the 1975-76 academic year, 18.0 for the 1976-77 academic year, and 18.5 for the 1977-78 academic year.

- During the period of this plan, the Dean of Planning and Information Services will encourage and promote the development of appropriate data bases to make the periodic examination of budgets and policies more objective and meaningful.

- By August 1976, the Computer Center Director will update and refine programs based on the NCHEMS modules in order to provide the College with discipline and program cost information utilizing the 1975-76 year's data. Such data will be produced twice a year thereafter, with budget and with actual costs.

- By July 1976, the Computer Center Director will institute a computerized general ledger and accounts receivable package for the Business Office's use; and also integrate the existing accounts payable and payroll applications into a new account system for improved budgetary purposes.

- By March 1976, the Dean of Planning and Information Services will work with the Director of Scheduling and the Director of the Computer Center to develop a program to provide extended master schedule data in order that the College can better plan the contact hour assignments of individuals (full-time, temporary and part-time) by disciplines and departments.

- The Dean of Administration will continue to involve the Department Heads in the development of department budgets and discipline cost data.

- The Coordinator of Audiovisual Resources will develop and maintain data on student use and unit costs of all self-paced, audio-visual and other media under his direction, including up-to-date information on costs of new packaged instructional materials and equipment, in order that proper cost assessments can be made.

- The faculty of the Nursery Education program, will in cooperation with the Dean of Administration, explore additional ways of reducing operating costs of the Laboratory Nursery School, with specific recommendations to be submitted by March 1976.

Early in 1975, the academic Department Heads discussed ways of helping to develop an "increased" faculty/student ratio. The following suggestions were made. They are summarized from department reports on this matter to the Executive Dean. They provide a guide for future class scheduling.

Increase the number of students in certain class sections of Biology, English, Physical Education, Business, Mathematics, Physical Science, etc.

Schedule large classes for lecture/demonstration teaching and support this with greater use of TV and other audio-visual aides.

Schedule some English sections for a combined lecture period.

Schedule fewer second-year course sections for certain English, Business and History classes.

Encourage faculty to broaden their areas of teaching competence (e.g. Physical Education faculty to perhaps teach Recreation and vice versa).

Use temporary part-time faculty only where highly specialized knowledge is required in Physical Education and add no full-time faculty in Physical Education, English, and Mathematics until all current staff are teaching full loads.

Expand the use of instructional resources and new teaching techniques in Business, Engineering and Biology courses.

Schedule less frequent offering of some Business courses with low enrollments (e.g. every other year).

Provide "twilight hour" scheduling of some Business courses taken by day and evening students.

Fully utilize space and student stations purchasing additional equipment for Physical Education, Business, Physical Science and Engineering courses.

Consolidate some Physical Science courses, and schedule some combined sections for certain Engineering courses.

Utilize differential staff in some English, Engineering, Business, Biology and Health/Physical Education/Recreation courses.

Create core courses for the Social and Community Service programs and in Biology.

Expand the availability of one-year programs, particularly in the area of Public Service technologies.

Increase recruitment efforts for low enrollment programs, particularly by special groups recruitment and in certain geographic areas.

Explore the use of industry sponsored faculty (e.g. in Biology and Business on a contributed service basis.

Refrain from splitting sections and hiring temporary part-time faculty to handle half the group.

Consider temporarily increasing faculty class loads to 30 per year where appropriate.

3. Governance

3.1 Campus Reorganization

- The President will ensure that the impact of D.C.C.'s administrative reorganization of the College, its personnel, services and especially students is fully evaluated by September 1977 and modifications made as necessary - including the restatement of all professional staff job descriptions. This evaluation will be made in the light of D.C.C.'s established mission and its continuing institutional goals.

- In the light of reorganization of the administration of the College, the lines of communication among students, faculty and administrators will be identified and examined, so as to increase student participation in the College's governance at both the College Committee and Trustee level.

- The President will work to obtain clarification of the goals and philosophy of the Department of Student Personnel Services along with a restatement of the rules of each office and a priority ranking of their goals in the light of new services to part-time students so that a cohesive total student services performance is achieved.

- The President will continue to enhance and clarify the role of the Instructional Staff and Administrative Staff Councils.

3.2 Statewide Communication

D.C.C. anticipates that SUNY will continue to provide for the statewide convening of conferences and the meetings of Deans and other administrators.

The installation of a tie-line at this campus, this summer, will facilitate communication with SUNY's Central Office.

- The President will work with the SUNY Chancellor and his staff to clarify the relationship between SUNY and DCC's Trustees.

II. Educational Program

Dutchess Community College's over-all PLANNING GOAL is:

- AS A COMPREHENSIVE COMMUNITY COLLEGE, DUTCHESS COMMUNITY COLLEGE WILL PROVIDE EDUCATIONAL PROGRAMS CONSISTENT WITH ITS APPROVED STATEMENTS OF PURPOSE AND CONTINUING GOALS.

All administrative officers at Dutchess Community College have a major responsibility for achieving this common goal, with the full support of and consultation with the faculty.

A. Academic Program

The academic program at Dutchess Community College consists of degree and certificate programs, community service and special programs, and developmental education.

1. Major Program Changes

1.1 Two-Year Degree and One-Year Certificate Programs

Academic programs at Dutchess Community College presently consist of:

a) General Liberal Arts and Science A.A. A.S. Degree Programs that serve primarily students who plan to transfer to four-year institutions. In-house "options" permit concentrations in:
- Humanities, Social Sciences, Business
- Chemistry
- Physics
- Mathematics
- Engineering Science
- Communications and Media Arts

b) Technical/Vocational A.A.S. Programs and Certificates that serve primarily students who plan to enter employment following training at Dutchess Community College. Programs and options are:
- Business Technologies: Accounting, Banking, Data Processing, Retailing and Secretarial Science

- Industrial Technologies: Architecture, Electrical Mechanical Design, and a One Year Program in Mechanical Drafting
- Health Technologies: Nursing, Medical Assisting, Dental Assisting, Dental Lab Technician and a One Year Program in Certified Lab Assisting
- Social and Community Service Technologies: Criminal Justice, Child Care, Nursery Education, Community Mental Health Assistant and Recreational Leadership
- Commerical Art
- Natural Resources Conservation
- One-Year Certificat Program in General Studies and Career Development

Therefore, Dutchess Community College's PLANNING GOAL in the area of two-year degree and one-year certificate programs is as follows:

- DUTCHESS COMMUNITY COLLEGE WILL EXPAND PROGRAM OPTIONS, USING EXISTING COURSES IN ORDER TO MEET THE SPECIFIC NEEDS OF ITS STUDENTS.

The major responsibility for this planning goal lies with the Executive Dean, as the chief academic officer of the College, in full consultation with the faculty. Therefore:

- Through a review of program offerings at two and four year colleges, programs and options which may be offered primarily through existing courses will be identified. This review will be completed by the Office of the Executive Dean by July 1977.

- During the 1975-76 and 1976-77 academic year, study ways in which additional students will be attracted to enroll in liberal arts programs.

a) Academic departments with direct responsibility for strengthening the inter-disciplinary liberal arts and sciences (A.A. and A.S.) programs as well as the general education components of career programs (A.A.S.) propose to review their courses and recommend changes that will improve the nature of all associate arts and science programs.

Furthermore, these academic departments will be encouraged to work cooperatively with the academic departments primarily responsible for A.A.S. programs to ensure that the general education courses and electives required of these programs are adequate and viable for maximum student learning.

The academic departments with disciplines in the arts and sciences propose the following:

- By November 1975, the Department of Behavioral Sciences will prepare for the Curriculum Committee a proposal to reinstitute an Honors Seminar, primarily for students interested in transfer to a four-year B.A. program.

- By June 1976, the second year Sociology course will be extensively revised and Bio-psychology will be immediately redesigned by the Department of Behavioral Sciences' faculty.

- By June 1976 the "problem-oriented" course entitled: Introduction to Contempory Society, required of almost all programs will be reviewed and extensively revised by the Department of History, Government and Economics.

- In order to better prepare Math "majors" and "non-majors" for transfer to four-year colleges and for entry into the job market, the Department of Mathematics will, by June 1977, evaluate all its course offerings and recommend improvements, including expanded computer science courses.

- By September 1976, the English Department will provide and promote elective offerings in the Humanities by designing innovative courses to be offered in the special study projects sequence in Humanities 271, 272 and 273.

- By June 1976, the English Department will complete a progress report of a restudy of the sequence of composition courses to ascertain their effectiveness in meeting the needs of all students.

- In order to improve current program options, the Biology Department will, by May 1976, formulate a revision of the Biology "major" program to provide alternative learning modes to meet individual student needs. Guidelines for participation in the innovative special studies project series BIO 271, 272 and 273 will also be developed and the future role of: Man and His Environment I & II will be reconsidered by May 1976.

- In order to increase the effectiveness of departmental courses offered to other program "majors" and to improve the learning of Biology and Natural Resource Conservation "majors" in other departments, a set of recommendations for inter-departmental cooperation and communication will be formulated by the Biology faculty by May 1976.

- The Department of Physical Science will survey all courses offered (especially engineering, physics and technical physics) by June 1976 to determine if any should be eliminated, added to or modified in order to meet the needs of the College's continuing and planning goals.

- The Department of Communications and Performing Arts will immediately work toward improving the attractiveness of its course offerings to Liberal Arts students.

b) The academic departments with disciplines in the technological areas, and with major responsibility for Technical/Occupational career A.A.S. degree programs, will be encouraged to work cooperatively with the liberal arts and sciences departments in identifying and reviewing both program and course changes needed during the period of this plan -- so that the programs offered and the courses comprising the programs are adequate and viable to meet student needs, as well as those of area employers. Job success will be a major consideration.

The academic departments in the technological fields propose the following:

- By September 1975, faculty responsible for the Data Processing program will develop course offerings to meet the data processing needs of those students not enrolled in the Data Processing curriculum.

- In order to increase and maintain relevancy to employment opportunities, a comprehensive review of career options in the area of Retail Business Management will be undertaken by the appropriate faculty of the Business Department and completed by May 1976.

- The faculty teaching Secretarial Science courses will, in cooperation with the Business Department, explore by June 1976 means of expanding program options or specializations to meet community needs or job market needs and student interest.

- The Department of Engineering and Industrial Technologies will, beginning September 1976, develop and propose changes in the Architectural program so that equal emphasis is given to college transfer and to occupational preparation.

- The Department of Engineering and Industrial Technologies will, by January 1978, conclude an investigation into the feasibility of offering a Building Construction program and, if appropriate, submit a proposal to the Curriculum Committee by this date.

- By June 1978, the Department of Engineering and Industrial Technologies will complete initial feasibility studies for new programs in: Civil Technology, Clinical Engineering, Technician, Surveying (in cooperation with the Department of Physical Sciences and faculty of the Natural Resources Conservation program), Patient Aid Equipment, Maintenance and Repair, Manufacturing Engineering Technology and a one-year program in Welding Technology.

- By March 1976, the Department of Engineering and Industrial Technologies will recommend strengthening of the one-year Mechanical Drafting program and will propose the inclusion of Mechanical, Electrical and Piping specialities.

- The Department of Health Technologies will, by September 1976, seek to strengthen existing one-year certificate program in Certified Lab Assistant by adding Biology and Chemistry courses in order to provide a one-plus-one program for student transfer into A.A.S. programs. Accreditation by the American Medical Association and the American Society of Clinical Pathologists will be sought in 1975-76.

- The Department of Health Technologies will organize and represent to the Curriculum Committee by the Spring of 1976 its proposal for a one-year certificate program in Dental Assisting.

- The faculty of the Nursing Program in the Department of Health Technologies will study the need for more or less nursing electives and the need for more experimental learning experience for nursing students in the community in order to strengthen the Nursing R.N. program.

- The Department of Health Technologies will assist the Dental Lab Technician coordinator in his efforts to seek and obtain by June 1976 accreditation of the program by the American Dental Association and affiliate membership in the American Association of Dental Schools and in the National Association of Dental Laboratories by the same date.

- The Department of Social and Community Services will develop and introduce by the Fall of 1976 a core course that will be common to all public service programs in order to improve student options.

- The Department of Social and Community Services will integrate existing courses in Police Administration and refine elective requirements by the fall of 1976 so as to expand the availability of the Criminal Justice program to students. Along with this a new series of work-study opportunities will be recommended by the Fall of 1977.

- The Department of Social and Community Services will explore the feasibility of developing and re-instituting a new program in Correctional Administration by January 1976.

- The Department of Social and Community Services will revise its Community Mental Health program, amending all course titles to reflect revised course content and to articulate more effectively with four-year college programs in Psychology, Sociology, and Social Work.

- The Department of Social and Community Services will immediately explore the possibility of offering a one-year program for the Child Development Associate (i.e. Head Start mothers) that will serve as a one-plus-one program for entry into an A.A.S. degree program in Early Childhood Development.

- Specific recommendations for providing a transfer option within the Nursery Ed program will be drafted by the faculty of this program by January 1977.

All recommendations will be reviewed by the Curriculum Committee of the Professional Staff Organization before submission to the faculty, the President, the Board of Trustees and to S.U.N.Y. The Dean of Curriculum and Instruction will organize citizen advisory committees for all curricula as needed.

1.2 Community Services and Special Programs

A new office of Community Service and Special Programs has responsibility for continuing education, off-campus courses, credit-free courses (both educational and vocational in nature and those designed for avocational needs and leisure time activities), workshops, conferences, field services and community learning.

A supportive role is played by the Office of the Executive Dean where encouragement will be given to:

- All academic departments to cooperate in working with the Office of Community Services and Special Programs in the development and conduct of credit and credit-free courses and programs to serve the community.

The Office of Community Services and Special Programs proposes:

- The Community Services and Special Programs Office will explore the possibility of utilizing the credit-free program for the delivery of courses and seminars in education abroad as developed and proposed by the faculty. The possibility of seminar abroad programs will be researched by the Office of Community Services and Special Programs by June 1977.

- By January 1976, the Computer Center will adapt its existing computer programs to schedule credit-free courses and register students so that accurate reports and evaluation can be achieved.

- During the period of this plan, the Dean of Curriculum and Instruction will work with the Coordinator of Audio-Visual Services in the exploration and identification of the steps leading to the acquisition and operation of a television translator station.

The academic departments, both liberal arts and technological propose the following:

- By May 1976, the Biology Department will develop in cooperation with the Office of Community Learning, a symposium program which will include area biologists.

- The feasibility of obtaining a site on or off campus for astronomy and meteorology observation will be studied by the Physical Sciences Department by February 1976 in cooperation with the Office of Community Services and Special programs.

- The Department of History, Government and Economics will, in cooperation with the Office of Community Services and Special Programs, encourage student/college participation in local bicentennial programs.

- To meet the needs of local industry in the development of programs and courses designed for the employees of local employers, the faculty of the Business Administration program will make a survey with inquiries to be completed by May 1976.

- The faculty of the Secretarial Science program will assist each year in providing courses to update skills of employed workers and those returning to the job market.

- The Dental Assisting program faculty, in cooperation with the Coordinator of the Dental Lab Technician program, the Department of Health Technologies, and the Office of Community Services and Special Programs, will offer by the beginning of early 1976 continuing education courses to support dental assisting certification.

- The Coordinator of the Dental Lab Technician program will study, by June 1977, the feasibility of a continuing education evening program for the in-service education of Dental Technicians working in the Mid-Hudson area.

- The Health Department faculty will, by June 1976, utilize the Dental Assisting facilities as an oral health center for the delivery of special services and education to certain segments of the community, particularly in conjunction with special study projects of students.

- The Nursing faculty will offer continuing education courses for new graduate nurses, the nurses in the community, and for the consumer population in cooperation with the Office of Community Services and Special Programs.

- The faculty of the Medical Assisting Program will promote national certification for program graduates and for employed medical assistants in the area.

- By June 1976, the Department of Health, Physical Education and Recreation, in cooperation with the Office of Community Services and Special Programs, will, in order to increase the effectiveness of credit-free offerings, conduct a study leading to an identification of the difference between credit-free and credit courses which deal with the same subject or sport.

- The Department of Health, Physical Education and Recreation and the Department of Social and Community Services will, by September 1977, expand offerings in: Recreation For Geriatrics and related continuing education courses in area institutions.

- The Department of Social and Community Services will, in cooperation with the Office of Community Services and Special Programs, and the Municipal Police Training Council, and other related agencies, provide by the Fall of 1976 training programs and seminars for members of law enforcement, corrections and other criminal justice agencies.

- The faculty of the Nursery Education program will offer to the community, in cooperation with the Office of Community Services and Special Programs, at least four credit-free courses in 1975-76 on topics concerning children and families, with at least one course dealing with child development.

- The Department of Visual Art Technology, in cooperation with the Office of Community Services will continue to promote and manage an Art Gallery as a vehicle to express the potential of arts to the students and to the community.

1.3 Developmental Education

The Office of Developmental Education provides preparatory and basic education for disadvantaged students. It seeks to remove the educational deficiencies of all students through individualized instruction, tutoring, and the resources of its Study Skills Center. It serves educationally disadvantaged students through the Summer College Admissions Program and the College Adapter Program.

Thus, to help achieve DCC's planning goals as a comprehensive community college and to provide program options to meet all student needs, the Office of Developmental Education proposes:

- By August 1977, the Study Skills Center will organize and administer a student-to-student tutoring program, in close cooperation with all academic departments.

- Each August, the Office of Developmental Education will identify incoming students with specific needs that can be served by the Study Skills Center.

- By August 1976, the non-credit courses: College Skills Development and Reading For College will be offered through an individualized lab approach.

2. Program Evaluation Processes

Program evaluation is a major concern of Dutchess Community College. Therefore major PLANNING GOALS are:

- IN ORDER TO MAINTAIN HIGH STANDARDS OF QUALITY EDUCATION, DUTCHESS COMMUNITY COLLEGE WILL CONDUCT AN ONGOING REVIEW OF ITS PLANS, PROGRAMS, COURSE OFFERINGS AND OF ITS ACADEMIC AND ADMINISTRATIVE SUPPORT PROGRAMS.

- DUTCHESS COMMUNITY WILL SUPPORT INCREASED EDUCATIONAL AND INSTITUTIONAL RESEARCH DESIGNED TO PROMOTE THE CONTINUED BETTERMENT OF ALL THE COLLEGE'S PROGRAMS.

- DUTCHESS COMMUNITY COLLEGE WILL DEVELOP A MORE COMPREHENSIVE DIALOGUE WITH ITS VARIOUS CONSTITUENCIES IN ORDER TO PROVIDE OPPORTUNITIES FOR IMPROVED FEEDBACK AND EVALUATION OF ITS PROGRAMS.

All academic and administrative departments have a direct role to play in meeting the above planning goals and in developing a continuing evaluation process of the College's activities. This process will be essentially a decentralized one. However, the Executive Dean and Dean of Curriculum and Instruction have primary roles in initiating and encouraging all evaluation efforts in the academic area thus:

- Through a curriculum review during the 1975-76 academic year, the entire educational program at DCC will be evaluated using the criteria of employer need, transfer effectiveness and most importantly student interest and benefit.

- Through a course offering review during the 1975-76 academic year, the content of all courses will be studied to determine that any unnecessary duplication of coverage is avoided.

- During each semester the Dean of Planning and Information Services will, with the help of the Computer Center, provide individual workload matrix data dealing with courses taken by students in all A.A., A.S., and A.A.S. programs.

- During each semester the Dean of Curriculum and Instruction will communicate with the Executive Dean as to the progress of curriculum studies and reviews and as to their potential impact on the academic programs at the College.

- During each semester the Dean of Community Services and Special Programs will communicate with the Executive Dean as to the progress and potential impact of his programs on the overall academic programs of the College.

- In order to continue the cooperation between the community and the College in both the volunteer and field work programs, the Office of Community Services and Special Programs will conduct an assessment at the end of each academic term. The assessment will be in the form of an examination of statistics as well as the breadth of the program.

- During the 1976-77 academic year, the Committee on Institutional Research will make a study of the General Studies and Career Information program to determine patterns of course choices.

To assist in achieving DCC's planning goals for ongoing evaluation, the academic departments propose the following:

- By June 1977 all courses within the Behavioral Science department will be carefully reexamined and content, methodology and materials revised through committee research and sharing. The department will also prepare a reassessment of scheduling sequences for all course offerings.

- In order to upgrade instruction in Biology and Natural Resources Conservation, members of the department will immediately complete, implement and evaluate a set of evaluation criteria for Biology and Natural Resources Conservation courses and programs geared to increasing course usefulness to students and preserving the quality and comprehensiveness of course content.

- In coordination with the Dean of Planning and Information Services and the Transfer Counselor, the English department will undertake by June 1977 a survey of students who graduate with AA degrees in order to ascertain the extent of success of D.C.C. graduates as English majors in 4-year institutions.

- By September 1976 the Department of Health, Physical Educaton and Recreation will conduct a review and evaluation of all course offerings together with a "progress of graduates study" to determine the effectiveness of student preparation for transfer and/or for work.

- During 1975-76 the Department of Mathematics will evaluate its remedial math course (MATH 91) and make any recommended improvements by June 1977.

- In order to continually offer a comprehensive program of study compatable with the goals of the Department of Business Technologies, community job requirements, and student interest, the Retail Business Management faculty will review its program offerings by May 1976.

- In order to increase and maintain relevancy to employment opportunities, a review of courses and career options offered in the area of Business Administration will be completed by April 1976 by the appropriate faculty of the Business department.

- In order to increase the effectiveness of the Accounting program in terms of meeting student and employer needs and assuming approval of a program revision by the DCC Curriculum Committee during 1975-76 academic year, appropriate members of the Business department will develop and implement by May 1, 1978 an evaluation of the new Accounting curriculum. Special attention will be given to attrition.

- In order to meet the Data Processing needs of students in the Data Processing curriculum, existing course offerings will be evaluated will the intent of determining the relevance to other programs. Specifically by August 31, 1976 the course; Introduction to Computer Systems will be reconstructed to reflect course matter appropriate to a variety of general business functions thereby designing it to meet the needs of students enrolled in any program within the Business department.

- The faculty responsible for the Secretarial Science program will, during the period of this plan, provide support for and input into institutional research designed to better the calibre of the secretarial courses.

  The faculty responsible for the Secretarial Science program will by June 1977 evaluate the total curriculum with respect to class size and hours, credits granted, course content and modes of teaching.

- By June of each academic year, the Nursing faculty will keep their program current and relevant by an annual evaluation of the curriculum, the courses and the enrolled students and themselves.

- The Department of Health Technologies will develop an information evaluative procedure that provides an open access to feedback from matriculating students and alumni presently engaged in the allied health field.

- The Nursery Education faculty will evaluate the appropriateness of their credit-free course offerings by the number of courses cancelled due to lack of sufficient enrollment and revise the credit-free offering as indicated, for 1976-77.

- The Department of Visual Technology will evaluate the Commercial Art Program and ascertain the need for a portfolio requirement for entering students.

- By August 1977, the Office of Developmental Education will develop a process for measuring the success of the SCAPP and CAP programs.

- During 1975-76, the Dean of Curriculum and Instruction will review the role of citizen curriculum advisory committees in continuously evaluating existing programs.

- By June 1976 the Development of Visual Art Technologies will explore the necessity of creating an Advisory Committee for the Commercial Art Program.

An outline of the essential elements of an evaluation process was developed by the State University of New York's Community Colleges in conjunction with Cornell University's Institute for Occupational Education at the State College of Agriculture and Life Sciences in 1974-75. This process will be utilized at Dutchess Community College and will include:

Identification of employers, educators, clientele and area employment opportunities.

Evaluation of program objectives and the development of criterion questions that will require the collection of data and related information to answer the questions raised

Comparison of the findings with "standards"

The making of resulting judgements and recommendations relative to the program and its intended outcomes

All of this will lead to greater flexibility in program offerings, less time for student training, and fewer structural restraints. It will ensure that occupational/technical programs are explored and their broad fields identified. As these become the basis for employment options and job training, DCC will improve its total educational program and its service to both students and the community.

The Overall Profile of Academic Programs

Fall Enrollment 1974-1985

PROGRAM	ACTUAL 1974 Fall		ESTIMATED 1980		1985	
TWO YEAR DEGREES	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Liberal Arts AA & AS	785	163	900	230	900	245
Engineering Science AS	45	8	65	10	65	10
Business Technologies AAS - i.e., Accounting, Business Administration, Retailing, Secretarial Science	343	80	400	110	400	125
Data Processing	65	12	75	15	75	15
Engineering & Industrial Technologies AAS - i.e., Electrical, Electro-Mechanical, Mechanical, Architectural Design, Orthotics	177	29	220	35	220	40
Health Technologies AAS - i.e., Dental Assisting, Medical Office Assisting, Nursing, Dental Lab Technician	311	153	400	220	400	235
Social & Community Service Technologies AAS - i.e., Child Care, Nursery Education, Community Mental Health, Criminal Justice, Recreation Leadership	285	65	300	75	300	80
Natural Resources Conservation AAS	91	9	80	10	80	10
Communication & Media Arts AS	28	1	75	10	75	15
Commercial Art AAS	69	3	90	5	90	5

PROGRAM	ACTUAL 1974 Fall		ESTIMATED 1980		1985	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
ONE YEAR CERTIFICATES						
Certified Lab Asst.	21		30		30	
Data Processing (DPR)	11		0		0	
Mechanical (MDR)	11		15		15	
(General Studies & Career Development - not in effect)						
Hospital's Program	99		0		0	
OTHER						
CAP	43		50		50	
Not in a program		1995		2880		3120
TOTAL	2341	2516	2700	3600	2700	3900

3. The Overall Profile of Academic Program Offerings Projected for the Future

D.C.C. does not intend to develop any exiting new programs during the period of this plan. As stated in its planning goals in A.1 (b) above existing courses will be used to expand the options available in existing technological program areas. Some suggested possibilities follow:

Business Area	-	Legal Secretary Option
	-	Municipal Secretary Option
	-	Travel/Tourism Option
Engineering & Industrial Area	-	Architecture as a Transfer Option
	-	Manufacturing Technician
Health Area	-	Geriatric Nursing Option
	-	Midwifery Option
	-	Certified Lab Assistant as 1 plus 1
Social & Community Service Area	-	Day Care Worker Option
	-	Group Home Worker Option
Natural Resources Area	-	Environmental Engineering Option
Commercial Art Area	-	Photography Option

B. Identification of Perspective New Clientele

As a Full Opportunity College, Dutchess Community College is obligated to accept students into programs appropriate for them. Identifying new student clientele in need of the College's educational services is therefore an obligation that must be carefully pursued. It is also a necessity because Dutchess Community College is a community college. Therefore the PLANNING GOAL in this area is:

- DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO IDENTIFY NEW STUDENT CLIENTELE THROUGH THEIR INTERESTS OR FROM INSTITUTIONAL RESEARCH.

Major responsibilities for achieving this planning goal rests with the Office of Planning and Information Services, the Office of Community Services and Special Programs, and the Admissions Office. Thus:

- By January 1976 the Office of Planning and Information Services will provide the Executive Council statistics of the characteristics of the population of Dutchess County.

- The Office of Community Services and Special Programs will establish by September 1977 liaison with the following groups: Service industries (insurance, banking and health delivery), Industrial work-related groups, professional groups, nonprofit and/or government agencies, ethnic groups, geographic groups and social groups in an attempt to define new student clienteles.

- The Office of Community Services and Special Programs will implement and evaluate by July 1976 a process to identify further, define and reach new groups of persons in need of Dutchess Community College's educational programs and to make such "outreach" an ongoing process.

- The Office of Community Services and Special Programs, Office of Admissions and Office of Developmental Education will encourage faculty involvement, the utilization of various media in seeking new ways of delivering information about Dutchess Community College's educational opportunities to potential students, including mail, meetings, visits, campus tours and "mobile unit" publicity.

- By November 1976, the Director of Admissions will encourage program chairpersons to undertake correspondance with perspective and new clientele indicating a interest in the College's curricula offerings.

- By October 1976, the Admissions Office will analyze efforts in minority recruitment and identify the areas of minority group concentration as well as agencies providing access to such groups. On the basis of this information, 1976 recruitment activities of minority applicants will be determined in conjunction with Office of Development and Education.

- By March 1976 the Admissions Office will develop means of application, selection, and advisement of "bridge programs" applicants from Dutchess County.

- Dutchess Community College's VEA sponsored Coordinator of Services for the Handicapped will identify and recruit handicapped students from the Dutchess/Putnam areas.

Supportive responsibility for the identification of new clientele rests with all academic departments concerned with special programs, continuing education and the satisfaction of the needs of community employers. Thus:

- The Department of Health, Physical Education and Recreation will undertake recruiting activities for Physical Education courses and intercollegiate opportunities through high school visits and through the hosting of scholastic and community activities in the College gymnasium.

- The Department of Health Technologies will work with staff and area professionals to further the knowledge of career opportunities in the Health Technology field.

1. Expected Changes in Student Characteristics

D.C.C. expects that the major changes in student characteristics will include the following:

a. a greater diversity of students

b. an encreased number of older and more mature students

c. an increased number of part-time students, especially among those 18 to 20 years of age who would have been full-time students in D.C.C.'s earlier years.

d. a greater number of more qualified students who in earlier years would have attended private colleges

A table of expected changes in the sutdent body is attached.

Expected Changes in Student Body Characteristics by 1980-85

Characteristic	Present	Estimated 1980-85
% of all students-		
Fulltime	48%	42%
Parttime	52%	58%
Male	48%	45%
Female	52%	55%
EOP	7%	10%
% Fulltime-		
Veterans	7%	-
Liberal Arts students	34%	33%
Career Program students	66%	67%
% of Career (full-time) students in-		
Business Technologies	25%	26%
Engr. & Industrial Tech.	12%	16%
Health Technologies	23%	22%
Social & Community Serv.	25%	16%
Natural Resource Con.	6%	4%
Visual Arts Technologies	5%	5%
Certificates	3%	3%
Other career programs	-	8%
% of Fulltime who are first time-	45%	40%
% of First time who are full-time &		
Male	50%	50%
Female	50%	50%
Black	5%	6%
Other minority	3%	4%
Age of fulltime-		
15-19	63%	70%
20-24	24%	22%
25-34	37%	38%
35-44	20%	22%
45-59	8%	6%

	Present	Estimated 1980-85
Age of Parttime-		
15-19	11%	12%
20-24	24%	22%
25-34	37%	38%
35-44	20%	22%
45-59	8%	6%
Grades awarded at DCC		
A	18%	18%
B	31%	36%
C	26%	25%
D	6%	5%
F	8%	6%
Incomplete	2%	4%
W	8%	6%
"Drop out" between Fall/Spring-		
Fulltime students-		
Dismissed	5%	2%
Did not reregister	7%	6%
Officially withdrew	4%	4%
Parents with high school diplomas-		
Fathers	-50%	-50%
Mothers	+50%	+50%
Number of graduates-		
No. of Degrees	730	850
AA	31%	30%
AS	1.6%	4%
AAS	67%	66%
No. of certificates	21	40

2. Program Impact of Student Body Changes

Changes in Dutchess Community College's student body over the period covered by this Master Plan will affect educational offerings. Therefore a PLANNING GOAL will be:

- DUTCHESS COMMUNITY COLLEGE WILL DEVELOP AND IMPLEMENT REACHOUT PROGRAMS TO MEET THE NEEDS OF NEW STUDENT CLIENTELES.

The major responsibility for this planning goal will be that of the Office of Community Services and Special Programs and the Office of the Executive Dean and the Dean of Curriculum and Instruction, to which the Office of Developmental Education is responsible. Thus:

- The Office of Community Services and Special Programs will work towards facilitating the initial delivery of postsecondary educational programs to special groups of students, with the first assessment of this activity completed by January 1977.

- The Office of Community Services and Special Programs will expand the provision of credit-free courses, workshops, conferences, seminars and institutes, off-campus credit courses, contract courses (credit and non-redit) and community based student projects of both a volunteer and credit course related nature.

- The Office of Developmental Education will expand its newly established college study skills center to serve all students with learning difficulties.

- By August 1977, the Office of Developmental Education will develop and implement flexible approaches to college study for the educationally disadvantaged so that these students can take some technical courses in their chosen curriculum during their first semester after completing the SCAPP program or while taking the CAP program.

- Bt August 1977 the Office of Developmental Education will develop, with the English department, a three semester reading sequence of courses for the weakest of the educationally disadvantaged students, along with revised course scheduling for other English courses so that educationally disadvantaged are more apt to be scheduled for success than for failure. (Clearly defined entrance and exit levels for English courses in; Composition, Language and Literature, and Fundamentals of Written English will be developed by June 1977 by the English department).

- By August 1977 the Office of Developmental Education will work with the Department of History, Government and Economics to modulize the course Introduction to Contemporary Society so that five to ten percent of the weakest students have a real chance of success in this course.

- By August 1976 the Office of Developmental Education will explore with the Department of Behavioral Sciences ways to insure that learning occurs the very weak students taking Introduction to Behavioral Sciences and Psychological Principles.

- By August 1977, the Office of Developmental Education will work with the Department of Health, Physical Education and Recreation to provide improved learning opportunities for weak students taking Contempory Health Problems.

- By August 1977, the Office of Developmental Education will develop, with the Departments of Biological and Physical Sciences, processes to insure that the weakest students with no real background in science have opportunities to help them succeed in science courses.

- By August 1976, the Office of Developmental Education with the Department of Business Technology means of improving the success of weak students in Business Mathematics and Principles of Accounting.

- By August 1977, the Office of Developmental Education will re-evaluate the criteria used for selecting students for the Developmental Programs, SCAPP and CAP.

In order to achieve DCC's planning goal of reaching out to meet the educational needs of new student clientele, academic departments also have a responsibility. Thus:

- In order to meet the changing needs of students in the college community, by May 1976, members of the Biology department will study characteristics of students in Biology courses and ascertain how present offerings should be modified.

- In conjunction with the Office of Planning and Information Services and the Office of Admissions, the Department of Humanities will make a study of the potential differences in backgrounds and needs of the new kinds of students likely to attend college during the time span of the plan; and by June 1977 determine those varied cultures and special constituencies which it feels should be represented in the content of English courses.

- In order to meet the needs of students from cultural and ethnic groups in the area, by May 1976, the Department of Foreign Languages will complete a study of the need of area ethnic groups for language and cultural programs.

- By June 1977, the Department of History, Government and Economics will revise its black history course and along with other departments develop instead a course on contempory black issues and problems.

- By June 1977, the Department of History, Government and Economics will review its "global perspective" courses in Western Civilization, Latin America, Comparative Politics to insure that course cultural perspectives are enhanced.

- By September 1976 an interdisplinary course dealing with the sociology and history of women will be developed by the Departments of History, Government and Economics and the Department of Behavioral Sciences.

- The Department of Health Technologies will by May 1976 give attention to specific learning needs of Spanish speaking students in Health Technologies programs, and particularly in the Dental Assisting program.

- To serve the needs of women students with children, the faculty of the Nursery Education program will work toward establishing a Dutchess Community College Daycare Center immediately. Such Center will be under the sponsorship of the DCC Foundation.

C. Professional Staff

1. The Professional Staff at Dutchess Community College consists of the teaching faculty and the nonteaching professional administrators staff. They are in the unclassified Civil Service of the State of New York. At the beginning of the academic year 1974-75, the employment was as follows:

	M		F		Total
	#	%	#	%	#
Faculty - Full-time	93	67	45	33	138
Nonteaching Professional Staff - Full-time (Includes counselors and librarians, etc.)	27	75	9	25	36

Thus, Dutchess Community College's PLANNING GOAL in this area is as follows:

- DUTCHESS COMMUNITY COLLEGE WILL CONTINUE ITS POLICY OF EQUAL EMPLOYMENT OPPORTUNITY.

Overall responsibility for the implementation of the policy rests with the President of the College. Changes in administrative assignments will be a major concern. The assignment of faculty workloads, increase or decrease in the number of faculty and implementation of promotion/tenure policies will be that of the Executive Dean. Direct responsibility for identifying changes in professional staff characteristics will be that of the Dean of Planning and Information Services Direct responsibility for the above objectives will be shared with the academic departments who will consider the benefit of creating fieldwork positions in the social community services department, a coordinator in the Department of History, Government and Economics for the problem based course; Introduction to contemporary Society, required of almost all students, and lab assistance in the science-technical areas. Therefore:

- By July 1976 the Dean of Planning and Information Services will undertake and complete, in cooperation with the Executive Dean, an extensive analysis of faculty needs as related to student program enrollment in the next decade.

- The Dean of Planning and Information Services will work with the Associate Dean of Academic Administration and Faculty Development, Associate Dean of Administration, Assistant Dean of Administration and Director of the Computer Center and explore the need for a data base of essential employee data necessary for EEO-6 reports, HEGIS reports and Affirmative Action Plan updating. Such data base will help identify the changes in professional staff characteristics.

-- By July 1977, the Office of the Executive Dean will identify how para-professional staff positions (i.e. as new positions) may be utilized in supporting the academic program.

2. Matching of Staff to Changing Program

A PLANNING GOAL to insure full and proper utilization of professional staff in the light of changing educational programs is as follows:

- DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO FOLLOW POLICIES OF PROFESSIONAL STAFF RECRUITMENT AND DEVELOPMENT WHICH WILL INSURE THE GREATEST POSSIBLE UTILIZATION OF EXISTING AND POTENTIAL CAPABILITIES OF STAFF MEMBERS.

Therefore:

- Each academic year department staffing needs will be clearly identified by the Office of the Executive Dean in consultation with department heads. Replacemnt or additional term appointments will be made only if the need can be identified for the foreseeable future.

- By July 1978 the Office of the Executive Dean will work with the Department Heads Council to establish policies by which more faculty members can have teaching assignments in more than one academic department.

- Beginning immediately the Associate Dean for Faculty and Academic Administration will consult with the department heads in formulating faculty employment recommendations to be made to the Executive Dean and the President.

- By July 1978 Dutchess Community explore and develop policies which will permit voluntary early and partial retirement of professional staff members.

- By September 1976 a better system of professional staff orientation will be developed.

- A firm commitment by the College will be sought in 1975-76 by the Associate Dean of Academic Administration that whenever feasible, there will be re-training of staff members whose positions may be jeopradized by low enrollments in their programs or by similar budgetary considerations. This commitment will be a continuing one and will attempt to identify, counsel and assist those individuals seeking retraining.

- As the day and evening faculty and administrative distinctions are reduced by the College's reorganization plan, efforts will be made by the Associate Dean of Academic Administration and Faculty Development to bring temporary part-time faculty into closer contact with the College and with the full-time faculty. Specifically, by January 1976 all temporary part-time faculty will be provided with an information packet detailing personnel policy information. (This could be an improved part-time faculty handbook.)

- The Dean of Student Personnel Services will annually review the job descriptions of staff members, make recommendations as student needs work performance indicates, and provide the kind of flexibility among staff members that will encourage an easy deletion of some duties and an equally easy assumption of other duties.

3. Plans for the Development and Renewal of Professional Staff

Opportunities for staff development, presently available at Dutchess Community College are set forth in the DCC Affirmative Action Plan, pages 112-113 and in the Professional Staff Handbook. As a PLANNING GOAL, therefore:

- DUTCHESS COMMUNITY COLLEGE WILL SUPPORT THE CONTINUED DEVELOPMENT OF PROFESSIONAL STAFF MEMBERS TO PROVIDE AND/ OR SUPPORT CURRENT PROGRAMS AND THOSE WHICH WILL EMERGE TO MEET THE CHANGING NEEDS OF STUDENTS IN THE COMMUNITY.

Direct responsibility for the implementation of this planning goal rests primarily with the Office of the Executive Dean and particularly with the Associate Dean of Academic Administration and Faculty Development. Responsibility for professional staff renewal is also an individual one which is encouraged by the president, Deans and Administrative Staff Council and the Professional Staff Development Committee. Therefore:

- During each summer the Associate Dean of Academic Administration and Faculty Development will communicate with the Executive Dean as to the progress and response to the programs of professional staff development and evaluation.

- By July 1977, the Dean of Students will establish procedures which will facilitate the auditing of courses by professional staff.

- By January 1976, Dutchess Community College's Professional Staff will propose and develop a job security policy for administrators that will be implemented by the president following approval by the Board of Trustees.

- By December 1976 the Associate Dean of Academic Administration and Faculty Development will develop a Dutchess Community College Teaching Excellence Award which will be based on locally devised criteria determined in consultation with the faculty.

The Associate Dean of Academic Administration and Faculty Development will continue to promote faculty participation in State University of New York tuition reimbursement plan, Dutchess Community College's Tuition Reimbursement Plan, Summer Grant Projects, and C.B. Schmidt Fund Award. He will encourage the Committee on Promotion and Tenure to place primary emphasis upon the effectiveness of classroom teaching in making the recommendations for promotion and tenure. He will encourage and assist full implementation and refinement of the College's Personnel Evaluation Procedures. He will specifically work towards accomplishing:

1. The inclusion by January 1976 of the results of the newly adopted All-College Procedures for Personnel Evaluation as one factor among several in the consideration of faculty members for promotion and granting tenure. The result will be an increase in the available evidence upon which promotion and tenure decisions are based.

2. Review within the limitations of the negotiated agreement both the procedures and criteria for promotion of faculty. Greater consistency in equity in promotion policies are the desired results of this examination. Necessary revisions in procedures and criteria will be completed by July 1978.

3. Re-examination by January 1976 for the purpose of clarification, within the limitations of the negotiated agreement, the procedures and criteria for the granting of Sabbatical Leaves.

4. Continuation of the collection and updating of information on salary, activities, graduate study, community activities and other professional activities of faculty.

5. Establishment by July 1976 of a Professional Staff Information Center on campus. This will include conference and workshop information, announcements of graduate study programs, faculty exchange programs and other professional development literature. Particular emphasis will be given literature regarding teaching methodology and techniques.

6. Organization and the conduct of, two to four times a year beginning in 1975-76, small scale faculty seminars organized around specific topics of interest to one or more groups or departments. These will typically be conducted in the late afternoon or evening or on Saturdays and will have as their primary purpose maintaining the professional currency of faculty members both in their disciplines and in the broader issues affecting higher education.

7. Expansion of communications to apprise faculty members of the various opportunities available to them. Specifically, starting in September 1975, a bi-monthly bulletin will be sent to all staff members cataloging upcoming conference, seminars, opportunities in graduated study and related information.

The academic and administrative departments will play an essential supportive role in helping to promote the continued development and self-renewal of all professional staff. Thus:

- By May 1976, members of the Biology Department will develop, implement and critique a developmental symposium program.

- During the next three years, in cooperation with the Associate Dean of Academic Administration and Faculty Development, the English Department will actively support workshops, conference attendance, and graduate study of its members who may be exploring the new modes of course presentation (although its support may not be limited to such modes).

- The Department of History, Government and Economics will explore the possibility of establishing "Colleague Groups" for faculty sharing of methods and philosophies so as to create an "institute" atmosphere where the individual faculty member linked to two departments will find stimulation through inter-disciplinary discussion.

- The Department of Physical Science, as a group, will continue to explore and implement ways of increasing their teaching effectiveness.

- In order to maintain a high degree of expertise in their areas of competance, by February 1976 and each year thereafter, members of the Accounting faculty will identify barriers to effective professional staff development, identify new sources of funds or new resources available for professional staff development, and identify specific individual plans for professional development during the academic year.

- In order to maintain an effective dialogue with the data processing community and to support the professional development its of faculty, the Data Processing program faculty will by August 1976 enroll each data processing faculty member in at least one IBM course directly related to the subject matter covered in Data Processing Courses; attend at least three seminars held by the Data Processing Management Association; set up quarterly meetings with computer center personnel to review current trends and new operating techniques and, hold a minimum of two Advisory Committee meetings.

- As they become available during each academic year, the faculty of the Retail Business Management program will actively participate in the programs conferences and seminars oriented towards professional development.

- Faculty responsible for the Secretarial Science program will continue to attend professional meetings, seminars workshops each year. Obtain actual work experience each year, and keep abreast of new developments in office machines and equipment.

- By June 1977, the Department of Engineering and Industrial Technology will complete the specific proposal for training, education, and professional development of its faculty. The proposal will be submitted to the Executive Council by this date. If approved, implementation will begin by September 1, 1977 and evaluation completed by September 1979.

- To insure full utilization of department faculty, the Department of Social and Community Services will expand individual expertise by providing opportunities for each department member to become proficient in the teaching of at least one Social and Community Services course other than those presently taught. This is to be effective by the Fall 1977.

- The Nursery Education faculty will schedule at least two self conducted in-service training programs per year beginning 1975 to 1976.

4. Tenure: Projected Status of Faculty During the Periods of the Master Plan

Dutchess Community College supports the concept of tenure and the Chancellor's statement on this matter dated January 17, 1974.

Dutchess Community College has no specific planning goal in this area other than those stated in 1, 2 and 3 listed above.

The attached tables show the number and percent of faculty likely to be tenured between 1973 and 1986, if the status quo is maintained (i.e. if no faculty leave or are dismissed and if no additional faculty are hired - but vacancies only are filled). It indicates that all but eight of the faculty are likely to have tenure by 1980, including three who will have lost tenure because of age. This will amount to 94.2% of the faculty, with only 5 faculty members still untenured.

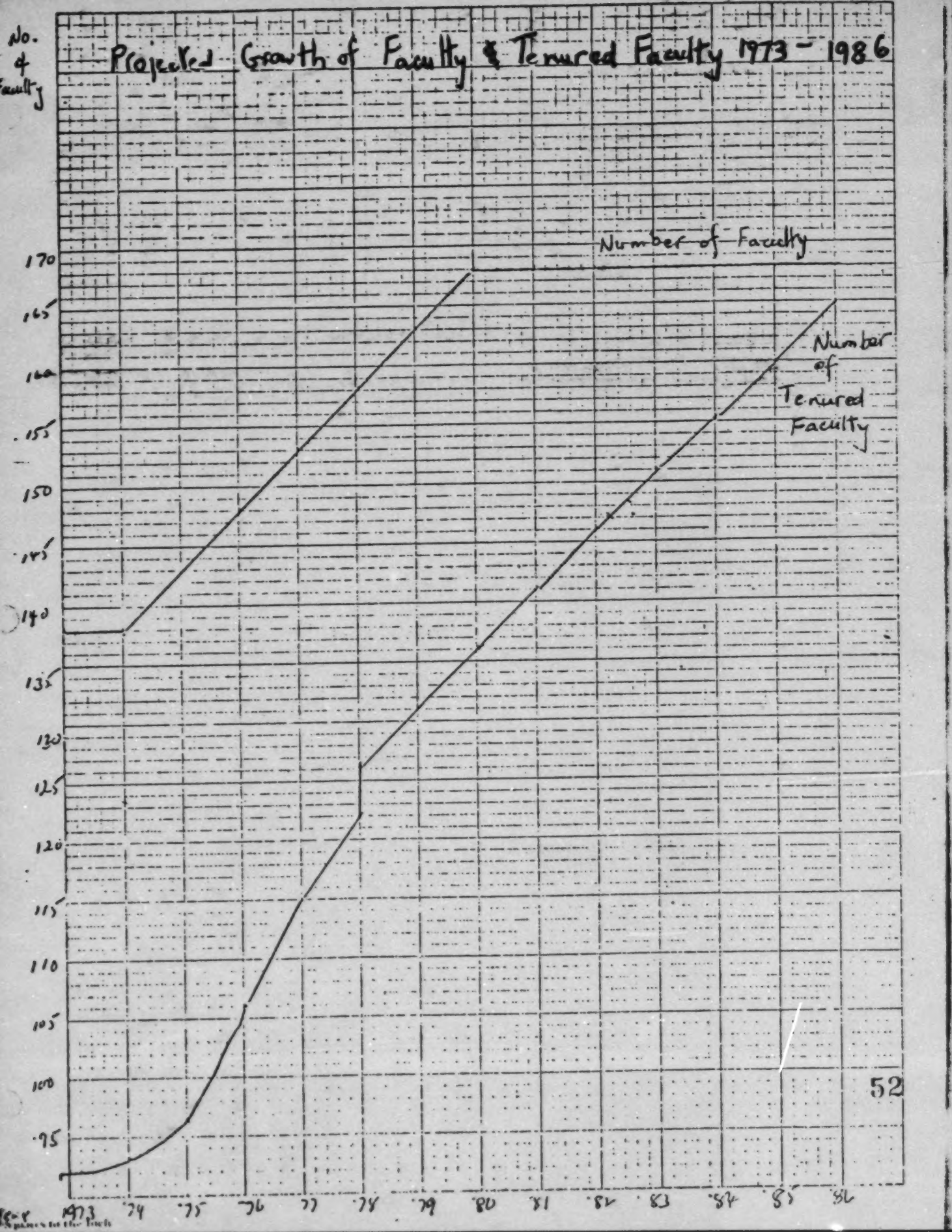
PROJECTION OF FACULTY ON TENURE
(if '73's vacancies are filled)

# '73	Department	Total # Tenured '73	Number Eligible for Tenure After 6 Yrs. 1974	1975	1976	1977	1978	1979	Total # tenured in 1980
11	Behavioral Sci.	5		1	1	2	2		11
11	Biological Sci.	7			2			2	11
12	English (vac.)	16	1		2	2			22
10	Hlth.& Phys.Ed.(vac.)	8						1	10
9	*Hist.,Eco.,&Pol.Sci.(vac.)	7							8
3	Languages	2				1			3
7	Math	6						1	7
8	*Physical Sci. (vac.)	4				1		1	7
15	Business Tech.	11		1		1	1	1	15
11	Engineering	9			2				11
15	Health Tech.(vac.)	5		1	2	2	3	1	15
8	Social & Com. Services	7						1	8
8	**Visual Arts	5			1		1	1	7
138		92	+1	+3	+10	+9	+7	+9	130
	TOTAL	66.6%	67.4%	69.5%	76.1%	82.6%	87.6%	94.2%	94.2%

* 1 faculty member in those departments have lost tenure because of age
** 1 faculty member will loose tenure by 1980

Projection assumes status quo re: hiring, resignations, etc.

of aculty	Department	Total # Tenured '73	1974	1975	1976	1977	1978	1979	1980 (if vacancies fille in '74)
1	Behavioral Sci.	5	5	6	7	9	11	11	11
1	Biological Sci.	7	7	7	9	9	9	11	11
2	English (vac.)	16	17	17	19	21	21	21	22
0	Hlth. & Phys.Ed.(vac.)	8	8	8	8	8	8	9	10
9	*Hist.,Eco.,&Pol.Sci.(vac)	7	7	7	7	7	7	7	8
3	Languages	2	2	2	2	3	3	3	3
7	Math	6	6	6	6	6	6	7	7
8	*Physical Sci. (vac.)	4	4	4	4	5	5	6	7
15	Business Tech.	11	11	12	12	13	14	15	15
11	Engineering	9	9	9	11	11	11	11	11
15	Health Tech. (vac.)	5	5	6	8	10	13	14	15
8	Social & Com. Services	7	7	7	7	7	7	8	8
8	**Visual Arts	5	5	5	5	5	6	7	7
138		92	93	96	105	104	121	130	130
		66.6%	67.4%	69.5%	76.1%	82.6%	87.6%	94.2%	94.2%


Projected Growth of Faculty & Tenured Faculty 1973 - 1986
No. of Faculty
Number of Faculty
Number of Tenured Faculty
170
165
160
155
150
145
140
135
130
125
120
115
110
105
100
95
1973
74
75
76
77
78
79
80
81
82
83
84
85
86

Thus, the Office of the Executive Dean and Dean of Curriculum Instruction and Associate Dean of Academic Administration and Faculty Development will:

- By June 1976 re-examine within the limitations of the negotiated agreement procedures to be followed by the Promotion and Tenure Committee in advising on the award of tenure.

- Explore with the Professional Staff the possibility of creating specific criteria for tenure prior to the conclusion of the next negotiation session.

5. Affirmative Action Plan

Dutchess Community College's Affirmative Action Plan was accepted by the Board of Trustees in September 1974. It was submitted to the State University and to the Region II Office for Civil Rights also in September 1974. It sets forth Dutchess Community College's equal employment opportunity policy, provides for dissemination of this policy, and analyzes the employment patterns at the College. Based on Dutchess Community College's Affirmative Action Plan, the College recognizes:

A. a. The need to insure that neither men nor women be less than 40% of the College's faculty.
   b. The need to rectify deficiencies (i.e., employment by sex as compared to qualified men and women available) in the Department of History, Economics and Political Science and the Department of Visual Arts Technologies.
   c. The need to obtain one or more women Department Heads as vacancies occur.
   d. The need to maintain through positive and continuing equal employment recruitment and promotion policies, the proper utilization of men and women, black and other minority group persons so that discrimination as regards race, creed, color, national origin, age or sex does not occur.
   (DCC's Affirmative Action Plan, Page 57)

B. a. The need to rectify deficiencies in the administrative personnel of the College and in Student Personnel area.
   b. The need to increase the number of black and/or minority group persons.
   c. The need to reclassify and upgrade non-teaching personnel as the needs of the College so requires.
   (DCC's Affirmative Action Plan, Page 79)

Goals and timetables are set forth in the Affirmative Action Plan on pages 58-70 and 80-84. Furthermore, the plan goes beyond the mere establishment of numerical goals and it includes steps to be followed by all responsible for the implementation of personnel policies. It seeks it insure both the fair treatment of all employees, potential and current, and good faith efforts to achieve the full utilization of minorities within Dutchess Community College's work force.

Dutchess Community College's PLANNING GOAL, therefore is as follows:

- DUTCHESS COMMUNITY COLLEGE WILL ACHIEVE FULL IMPLEMENTATION OF ITS AFFIRMATIVE ACTION PLAN BY 1980.

Major responsibilities for Affirmative Action planning and implementation rests with the Director of Planning and Information Services and all members of the Executive Council who also serve as an advisory body in this area. Hiring responsibilities belong to the President with the advice and recommendation of the Deans, in consultation with Department Heads. Thus:

- Dutchess Community College as an Affirmative Action -Equal Opportunity Employer will continue to actively seek out qualified applicants (as needed) regardless of race, creed, color or sex.

- By July of each year the Dean of Planning and Information Services will complete annual reports on Dutchess Community College's Equal Opportunity Employment effort and amend and update the plan, if necessary, in consultation with the Affirmative Action Advisory Council.

- The Associate Dean of Academic Administration and Faculty Development will, in consultation with the Executive Dean, further expand the advertising of positions in periodicals that primarily serve minority groups. He will also centralize and integrate all faculty application files in order to facilitate consistant implementation of personnel policies and procedures.

Furthermore:

- By November 1975 the Director of Admissions will evaluate the new office procedures and staff responsibilities and make necessary changes to optimize office performance, promote office morale and increase the likilihood of equitable job classifications for Civil Service personnel in this area.

D. Subjects of Special Concern to Students

1. Non-Instructional Services to Students

Dutchess Community College has three planning goals in this area. They are set forth below:

a. DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO DEVELOP AND MAINTAIN ACADEMIC CONSULTATION SERVICES FOR PROSPECTIVE AND ENROLLED STUDENTS.

All students at DCC have faculty advisers who assist them in selecting courses and offer guidance on problems relating to their ~~academic programs~~. ~~Personal~~ and educational counseling is also available from the Associate Dean of Students or one of the full-time counselors. Developing and maintaining the academic advisement system at DCC is the prime responsibility of the Associate Dean of Students in cooperation with all faculty.

- As of Spring 1976, the Dean and Associate Dean of Student Personnel Services will inclement a program for increased and improved pre-admission counseling, continued curriculum advisement, and employment counseling.

- By June 1977 the Associate Dean of Student Services will examine the educational counseling given to students in the Developmental Education program in order to clarify institutional priorities in counseling.

- The Offices of the Dean and Associate Dean of Students will assume responsibility, as of January 1976, for the counseling and advisement of part-time students attending classes after 5 p.m.

- By September 1976 the counseling office will heighten, through the use of increased communications with faculty and other professional staff, the incidence of referral of students for individual and group counseling, as well as for personal growth and group experience.

- By September 1976, the counseling office will affect an improvement in the system of feedback from counselors and faculty and other professional staff, with regard to student counseling referrals.

- By January 1977, a system will be developed whereby counselors can work with faculty and to further the knowledge of the diverse opportunities available to students through Dutchess Community College's offerings.

- By September 1977, the matter of psychological and vocational testing will be reviewed by the Student Personnel Services Staff, as it relates to student growth, advisement and career decision making.
- By September 1979, a review of procedures and practices for providing counseling services to students groups determined to have a special need will be completed by the full-time counselors.

- By September 1976, the Registrar will develop and inclement a new system of control and distribution of student records, both regular and microfilm, that assures the security of the records but also provides for the needs of advisors, instructors, and administrative offices.

- The Director of Admissions will maintain and build on the cooperative foundation established between the Admissions Office and the Office of Developmental Education in developing procedures for the screening, advising and placing of academically weak students.

- The Office of the Director of Placement and Career Development will immediately develop and improve the format of an information booklet, based upon surveys of graduates and non-graduates, to be distributed through the Admissions Office and the orientation program to perspective students and freshmen. This will implement requirements of the guaranteed student lean program.

- By June 1976, special reference material on careers and special course guidelines for the transferral into major BA sociology and psychology programs will be catalogued within the Department of Behavioral Sciences for students and faculty advisor use.

- In order to increase their effectiveness of student advisement, by December 1975 members of the Health Physical Education and Recreation Department will increase an information base concerning career and transfer opportunities and interact with other academic departments concerning Health and Physical Edcuation Programs and intercollegiate opportunities and seek to improve the selection of advisors for students hoping to major in Physical Education or Health at a four-year institution.

- The Retailing Program faculty will work with the Placement and Career Development Offices in communicating career opportunities to students.

- In order to improve the advisement of Business Administration students, a list of required and elective courses will be prepared and distributed to all advisors of Business Adminstration before preregistration of each semester.

- In order to provide an opportunity to students to enroll in a wide variety of Business and General Education courses to meet their varied employment and cultural needs, faculty teaching Data Processing will, by May 1976, prepare a list of course descriptions, including their relationship to various fields and occupations. This listing will be made available as an aid to selecting appropriate electives.

- In order for the Nursing faculty to best serve its student population and to free Nursing faculty of extraneous duty so that they may teach nursing, and to better utilize support services, Nursing faculty will become better acquainted with the individual support services so that transfer students are referred to the transfer counselor who keeps a close working relationship with the program chairman. The graduating students will utilize the services of the Placement Office to secure part-time employment during their attendance as students and job opportunities as a new graduate. The nursing faculty will help identify students in need of tutoring, career counseling and personal counseling and refer students to the appropriate counselor. The nursing faculty will work closely with admissions and the Registrar to assist "extraordinary" students in meeting their proper level in the nursing program and to implement and evaluate the impact of these services on the ability of Nursing faculty to advise students properly.

b. DUTCHESS COMMUNITY COLLEGE WILL DEVELOP AND MAINTAIN FINANCIAL ASSISTANCE PROGRAMS DESIGNED TO INSURE THE MAXIMUM ASSISTANCE TO ALL STUDENTS IN NEED OF SUCH AID.

- The Office of Financial Aid will expand its present efforts at informing the student body of available financial aid programs, and in arranging manageable financial support programs for students while enrolled at the College.

- The Office of Financial Aid will continue to encourage scholarship donations from community groups and individuals.

c. DUTCHESS COMMUNITY COLLEGE WILL SECURE ACTIVE COMMUNITY SUPPORT AND ASSISTANCE WITH COURSE RELATED EMPLOYMENT OPPORTUNITIES FOR STUDENTS GRADUATING FROM THE COLLEGE.

The major responsibility for career placement lies with the Director of Placement and Career Development, under the direction of the Dean of Student Personnel Services. Faculty responsible for career programs are encouraged to assist students in seeking course-related employment opportunities.

Commencing immediately the Office of Placement and Career Development will continue to develop and improve its procedures for conducting an annual survey of graduates.

- By September 1976, the Director of Placement and Career Development, in cooperation with the Alumni Association, will develop and submit for approval to the Dean of Planning and Information Services a format and procedure for surveying alumni at appropriate intervals to obtain on-going information regarding their status and the success of Dutchess Community College's program.

- By September 1976, the Office of the Director of Placement and Career Development will also develop and submit for approval to the Dean of Planning and Information Services a similar plan to identify and survey non-graduates. Material submitted will include criteria for identifying and classifying those non-graduates to be surveyed.

- By September 1977, the surveys described in the objectives above will be organized by the Director of Placement and Career Development to provide timely, accurate, comprehensive information in a consistent form which may be studied to establish trends.

- Commencing immediately the Office of Director of Placement and Career Development will utilize computerized local, county, regional, and state-wide employment location data to survey employment opportunities for graduates in relation to both preference and objective programs.

- Commencing immediately the Director of Placement and Career Development will continue to strengthen programs to register students who are seeking employment, attract employers to the campus for interviews, refer students to employers for interviews off campus.
- Commencing immediately the Director of Placement and Career Development will prepare a pamphlet to provide detailed and specific instructions for resume writing for job seeking, to be distributed to students seeking employment. These pamphlets will be ready for use by September 1976.

- By 1976, the Office of the Director of Placement and Career Development will develop with the cooperation of the Dean of Students, procedures for identifying non-graduates in need of placement assistance in order that the college may seek out and offer placement assistance to them. These procedures will be initiated by the Spring of 1976.

- By September 1976, the Office of Director of Placement and Career Development in cooperation with the Alumni Association and the Students Records office, will develop and initiate procedures for offering placement assistance to alumni.

- Commencing immediately the Office of Placement and Career Development, in cooperation with the Financial Aid Office, will study the relationship of the two offices to the financial needs of students in order to develop programs that will more effectively meet student needs.

- Commencing September 1976, the Office of the Director of Placement and Career Development will provide budget, staffing, and space to support the development of a Career Development and Placement Library which will enable students to work on problems relating to their employment needs.

- By September 1977, in conjunction with the Computer Center staff, the Registrar will study the possibility of computerized screening of graduation applicants and, if feasible, to begin this process immediately.

- The Nursery Education faculty will meet with the Placement Officer to explore ways of potentially improving employment opportunities for graduates and will survey past and present program graduates regarding their employment status.

- The Nursery Education Program faculty will consider alternative options within the existing framework which might broaden work experience of students and the employment opportunities of graduates. Specific plans generated in the area of day care and exceptional children will be implemented on a trial basis before June 1977.

2. Co-Curricula and Extra Curricula Activities.

Dutchess Community College has two planning goals in this area. These are set forth below:

a. DUTCHESS COMMUNITY COLLEGE WILL MAINTAIN AN ON-GOING PROGRAM TO PROMOTE THE DEVELOPMENT OF STUDENT LEADERSHIP.

The Office of the Dean of Students, through the Office of Student Activities, has the major responsibility for student activities. Physical Education staff are, in cooperation with the Student Senate, responsible for the intercollegiate athletic program. All student organizations have faculty advisors. Therefore:

- The Offices of the Dean and Associate Dean of Students will sponsor and oversee the presentation of a leadership training program for all student leaders early in each fall semester.

- In order to make the intramural program more responsive to student needs and interests, by June 1976, the faculty teaching Physical Education will complete a survey with recommendations for program improvement and implementation.

- In order to better inform incoming freshmen about the intramural program, by September 1976 faculty teaching Physical Education courses will establish an intramural handbook to be presented to each incoming freshman and thereby increase the involvement of students in the intramural program.

- In order to continue to improve the publicity and communications of the intramural programs, by September 1976, faculty teaching Physical Education will seek to improve communications through the development and implementation of a publicity program using such vehicles as the Daily Bulletin, television, radio, personal contact, and the publication of an intramural calendar and establish an area within Falcon Hall for the administration of the intramural program.

- To provide an opportunity for increased student participation in informal activities relating to Biology, i.e., clubs, outings, and field trips, etc., by May 1977 members of the Biology Department will provide a set of recommendations geared to the improvement of opportunity for student involvement in these activities.

- The Data Processing program faculty will provide a variety of opportunities to encourage students to develop leadership training in individual and group situations, and will, at the end of each academic year determine the effectiveness of these activities in order to adapt or eliminate existing activities and to include new opportunities. The students will be involved in Data Processing projects, advisory committee meetings, high school activities, etc.

- In order to provide motivation to students in Retail Education outside the classroom, the Retailing program faculty will serve in an advisory capacity to the Executive Retailing Club. This will be an on-going function.

b. DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO PROVIDE A CULTURAL ENRICHMENT PROGRAM AND WILL DEVELOP AN AWARENESS OF THE VARIOUS CULTURES REPRESENTED IN A COLLEGE COMMUNITY.

The Director of Student Activities has, along with the Assistant Director under the direction of the Dean of Students, the major responsibility for the achievement of this planning goal. The following objectives are proposed:

- During 1975-6 and each year thereafter a variety and diversity of cultural programs to augment and compliment the academic curriculum will be presented to students.

- During 1975-6 the Director of Student Activities will develop a more effective means of advertising events and activities scheduled for the Lyceum program and for other cultural events.

- During 1975-6 the activity clubs and their organization will be reviewed in order to ascertain the value to students.

III. Educational Patterns and Methods

Dutchess Community College is interested in innovation and in the promotion of student learning through varied media, modes of instruction, and staffing arrangements.

A major concern is that present and potential resources are both adequately supplied and fully utilized in order that the needs of the academic programs and of students are met. Therefore, the following PLANNING GOAL has been established.

- DUTCHESS COMMUNITY COLLEGE WILL PROVIDE AND UTILIZE ESSENTIAL AND REQUISITE SUPPORT STAFF, SERVICES AND FACILITIES WITHIN THE LIMITS OF RESOURCES AVAILABLE.

A. Non-Traditional Methods and Patterns

1. Time Patterns

The PLANNING GOAL in this area of non-traditional methods and patterns in education is as follows:

- DUTCHESS COMMUNITY COLLEGE WILL ESTABLISH ADMINISTRATIVE PROCEDURES DESIGNED TO PERMIT INNOVATION AND FLEXIBILITY IN COURSE SCHEDULING, CREDIT ASSIGNMENT, TEACHING TECHNIQUES AND METHODOLOGIES AND NEW CALENDAR ARRANGEMENTS.

The major responsibility for the achievement of this planning goal lies with the Executive Dean's office in cooperation with the Dean of Curriculum Instruction, and the academic department heads. Therefore, to help achieve this goal the following objectives have been proposed:

- The January intern session will be continued with the full utilization of Dutchess Community College's nontraditional study courses.

- By July 1977, the Office of the Executive Dean will establish procedures and policies by which students may enroll in specified courses anytime during the first half of the semester.

- By September 1976, the Office of the Executive Dean will explore the possibility of introducing five week courses.

- During 1976-77, the Office of the Executive Dean will work with the Director of Scheduling to provide block scheduling so as to permit women with family and home responsibility to attend classes twice a week and complete six hours of course work. Curricula patterns for part-time students will be explored and arrangements redesigned.

- To facilitate student utilization of new calendar arrangment, the Executive Dean's office will prepare and distribute prior to all pre-registration dates an updated supplement of the College's catalogue.

- In recognition of the various academic and career needs of students, a review and inquiry into the possibility of using a flexible credit system of course registration will be completed by May 1976 by faculty in the Business Administration program.

2. Location Patterns

Dutchess Community College has long promoted the use of off-campus facilities for field work, clinical experiences, extension courses, and college/community learning of various kinds.

To implement further the planning goals stated in Section II, 2 and the beginning of Section III, major responsibility for the use of off-campus facilities will be that of the Dean of Community Services and Special Programs in cooperation with the Executive Dean and all academic Department Heads.

Off-campus courses will continue to be given at Greenhaven, Correctional Facility, area high schools, BOCES, Castle Point Hospital, and community centers such as Hellenic and Jewish Centers.

- The Community Service and Special Programs' Office will continue to encourage faculty to arrange overseas seminars through the College's credit-free program and to increase the use of Western Hemisphere locations.

- The Community Services and Special Programs' Office in cooperation with the Dean of Curriculum Instruction, will work to provide by 1980 an operating television outreach facility for the transmission of Dutchess Community College courses to the community.

- The Department of Business Technologies will direct its efforts in 1975-76 to increasing student business experience through the development of field projects and community research, simulation and management games and course related work experiences in the business community.

- The faculty of the Nursery Education program, in cooperation with the Department of Social Community Services, will explore by June 1976 alternative systems of field work placement and supervision of its students and will make a trial implementation of new procedures in 1976-77.

- The faculty of the Child Care Program, in cooperation with the Department of Social and Community Services, will develop by September 1976 written policies and procedures relating to field work and its supervision.

- The faculty in the Criminal Justice Program, in cooperation with the Department of Social and Community Services, will explore by the Spring of 1976 the possibility of establishing a continuing overseas program in comparative criminal justice studies that can be offered in January intersession.

3. Resources Patterns

To implement the PLANNING GOALS stated in Section III, the following PLANNING GOAL is added:

- DUTCHESS COMMUNITY COLLEGE WILL INCREASE INNOVATED TEACHING/LEARNING THROUGH VARIED PATTERNS OF RESOURCE UTILIZATION.

The prime responsibility for this planning goal is that of the Dean of Curriculum and Instruction and all faculty. The following objectives have been proposed:

- The Dean of Curriculum and Instruction will promote new patterns of resource utilization, including library materials, audio-visual services, and computer assisted instruction, during the period of this plan.

- The Coordinator of Computer Assisted Instruction will transfer all computer assisted programs in course-writer media to the College computer by December 1975 in order to facilitate student access to these learning resources.

- The Director of the Library will seek to increase student use of library materials and services through improved cooperation between library, staff, faculty and administration.

The academic departments propose the following:

- By July 1976, the Department of Behavioral Sciences will complete a set of recommendations for the use of AV materials, programmed learning materials and faculty volunatry created innovation programs in order to facilitate student learning.

- The faculty of the Math Department will continue to promote through its Math's Lab, an individualized learning environment, opportunities for special math projects, and student use of calculators and other lab based learning tools.

- The Department of Foreign Languages will seek by May 1977 to convert all elementary courses in French, German, Italian, and Spanish into video and audio-tutorial systems, thereby providing more practice time for students.

- By June 1977, the Physical Science faculty will seek a grant to help faculty prepare scripts, cassette tapes, and visual materials for teaching appropriate portions of the course: American Science and Technology in audio-tutorial mode.

- By September 1976, assuming the College policy permits and endorese the implementation of such a mode, and assuming the availability of adequate time, space, and hardward/software facilities, the faculty responsible for the Accounting Program will have available for student enrollment in the course: Principles of Accounting I, an audio-tutorial instructional mode incorporating a self-paced format, flexible student schedule capability, flexible granting of credit based on work performed, and no limit to class size.

- By September 1975, assuming the availability of adequate time, facilities, and equipment, all students in the: Principles of Accounting I course will receive drill and re-enforcement through presently existing computer assisted instruction exercises; and by June 1976 and every year thereafter, appropriate members of the Business Department will review with members of the Computer Assisted Instruction staff the adequacy and future needs for such exercises.

- The Department of Health Technologies will complete in the coming academic year development of audio-visual material for Dental Assisting courses. The purchase of two carrel units will be requested.

- The Department of History, Government and Economics will consider during 1975-76 the feasibility of developing a textbook for the basic course: Introduction to Contemporary Society.

4. Methodological Patterns

New classroom techniques and procedures are of paramount interest to the College's faculty. Academe is presently full of new ideas regarding teaching modes, including team teaching, skills centers, tutoring by fellow students, programmed instruction, "guaranteed success" methods, practicums, gaming (psychodrama), self-paced learning modules, multi-media, microteaching, simulation, T-groups, sensitivity training, human potential seminars, mastery learning, personalized systems of instruction, achievement/motivation learning, etc. Dutchess Community College's PLANNING GOAL is, in addition to those stated in Sections 1, 2, 3, above, as follows:

- IN ORDER TO PERMIT INNOVATION IN CLASSROOM TECHNIQUES, PROCEDURES AND LOCATIONS, DUTCHESS COMMUNITY COLLEGE WILL ENCOURAGE THE DEVELOPMENT AND USE OF NON-TRADITIONAL MODES OF INSTRUCTION.

Sections 1, 2, 3, above already spell out objectives to meet much of this planning goal. Additional objectives of the Deans, Department Heads and faculty to meet this goal in the area of new classroom techniques and procedures that will be implemented and tested by the faculty, follow:

- Through departmental and inter-departmental studies the Office of the Executive Dean will determine courses in which enrollment and interest are sufficient to offer the courses in more than one mode of presentation. These studies will be completed by July 1977.

- During the academic year 1976-76, the Dean of Curriculum Instruction will establish a file of teaching methodology to allow faculty easy access to possible innovative teaching methods. This file will be maintained and extended on a continuing basis.

- Through a course review, the Office of the Executive Dean and Dean of Curriculum Instruction will during the 1975-76 academic year determine whether lecture-lab hour designations of all courses are appropriate designations for the type of instruction given.

- By January 1976, the Behavorial Science Department will prepare a proposal to have Behavorial Science and Psychology special study project credits available to student tutors of lower division departmental courses. Students for this program will be selected on the basis of performance. Instruction and guidance of these students will be the responsibility of the Department's faculty. This project is a response of the special needs of the non-traditional student and is an attempt to insure quality in faculty-tutor and tutor-student contacts.

- By February 1977, the Department of Humanities will complete plans for alternative teaching approaches to basic English courses (English Grammar Review (i.e. remedial) and Fundamentals of Written English and Composition and Literature I & II) in order to achieve effective student learning within the maximum FTE workload.

- The Health Education faculty will modulize courses entitled: Contemporary Health Problems and Safety Education and First Aid and add a module on "Basic Water Resources" and "Safety" to the latter.

- The Physical Science Department members will prepare by June 1976 scripts for two self-study laboratory units in rocks and minerals to be used in courses: Earth Science, Soil and Water Technology, and Physical Geogology.

- The pre-laboratory introduction discussion for the new Chemistry course Environmental Chemistry Laboratory will be formulated by September 1975.

- The Chemistry staff will review instructional methods in all Organic Chemistry courses and formulate a plan to teach the chemistry course entitled General Chemistry in a modified Keller Plan format by June 1976.

- At least one self-study laboratory script for the course Introduction to Astronomy will be developed by the Physical Science faculty by February 1976.

- By June 1977, the Physical Science Department will prepare a looseleaf notebook containing master copies of the physics experiments that are to be performed by the students in each physics course. Each experiment will be written in an agreed upon standardized format of such a nature as to allow a student to perform an experiment independent of the instructor.

- Through continued development of its experimental self-paced audio-tutorial learning lab, the faculty teaching Accounting, in cooperation with the Department of Business Technologies, will provide instruction geared to individual needs.

- The faculty teaching Accounting in the Department of Business Technologies, recognizing the value of using different mediums of instruction, remediation, and drill, will engage in a continuing development of computer assisted instruction exercises (drills and test modes) for greater student learning and course enrichment.

- In order to incorporate up-to-date processing principles and techniques in varied academic courses and focus on the computer as a problem solving tool, the Data Processing program faculty will, within six months after the installation of computer graphic terminals, determine the feasibility of integrating BASIC language and technique into the Computer Science Mathematics courses and existing Data Processing courses.

- The Data Processing program faculty will also prepare by April 1976, programs using VSAM techniques in order to introduce this concept into the advanced programming courses.

- In order to provide practical computer operations experiences that lead to a understanding of the role of the computer center operations personnel, especially those at the entry level, the Data Processing program faculty will, by February 1976, complete twelve computer exercises for student use including written objectives and necessary documentation.

- In order to help students reach solutions to an extensive series of business oriented computer based problems, using the currently acceptable programming language, the Data Processing program faculty will by August 1976 develop and catalogue a series of eight to ten problem packages oriented to progressive stages of student learning.

- By January 1980, the faculty teaching Electrical Technology will, where appropriate in courses such as Electrical Circuits and Analog Electronics develop a self-paced instructional mode. Materials and methods will be evaluated as developed.

- The faculty teaching Architecture, in cooperation with other faculty in the Department of Engineering and Industrial Technologies, will during the period September 1975 to 1980 investigate alternate methods of presenting information to students. Where applicable, methods will be implemented and evaluated immediately.

- By August 1975, the faculty teaching Engineering Science will, in cooperation with its department, rework Engineering I & II courses to include sufficient self-paced materials for double the present enrollment, with no increase of faculty assigned. Implementation will be completed by June 1976 and evaluated by June 1977.

- The Department of Health Technologies will work toward institution of meaningful articulation on an inter- and intra-departmental basis to ascertain possible commonalities which will lead to course integration and hence to more effective and efficient use of campus resources and so aid student learning.

- The Department of Visual Art Technologies will investigate new ways of presenting course materials and make a report to the Dean of Curriculum and Instruction by Sept. 1976.

- In order to teach Nursing based on the individualized learning styles of the student body, the Nursing faculty will research educational literature to identify learning styles and approaches to learning that have proven themselves effective, identify the need to develop innovated approaches, implement and evaluate their effectiveness so as to build flexibility within the curriculum in terms of frequency of courses offered.

- The Department of Social and Community Services will analyize its present courses to determine which ones lend themselves to the development of one credit modules.

- Faculty responsibility for the Child Care Program will establish behavorial objectives for all Child Care lecture courses, establish behavorial objectives for field experiences, and utilize lecture materials which correlate with behavorial objectives for each Child Care course. This to be completed by January 1977.

B. Barriers to Change: Plans to Overcome Barriers

Barriers to change are being rapidly broken down at Dutchess Community College. This commenced with the appointment of a new President in January 1972. The self-studies undertaken for reaccreditation in 1975 by Middle States Association of Colleges and Secondary Schools, the 1974-75 reorganization of the college, and the all College participation in the development of this master plan are projects that have tended to remove barriers to change.

Dutchess Community College does not therefore preceive any present barriers and has set no planning goal in this area.

However, continuing efforts towards self-renewal are set forth in Section I Part A dealing with program and course reappraisal, Part B dealing with new clientele, Part C dealing with professional staff development and Section III dealing with new educational patterns and methods.

Certain objectives related to the planning goal on the use of non-traditional modes of instruction and the development of innovative classroom techniques and procedures have a special relationship to the problem of overcoming barriers to change. Furthermore;

- During the 1975-76 academic year the Office of the Executive Dean will expand the involvement of Department Heads in all phases of course scheduling.

- The Dean of Curriculum and Instruction will during 1975-76 utilize VEA grants to initiate changes in teaching/learning modes (e.g. VEA support for the Accounting faculty's learning lab and utilization of the systems approach to instruction).

C. Anticipated Evaluation and Improvement of New Methods

Dutchess Community College has set no specific planning goal to cover this area because a continuing evaluation of new and existing methods will be undertaken and:

1. The evaluation of new methods and modes of instruction will be on-going, with the introduction of and use of the methods developed.
2. Evaluation objectives are already attached to many objectives relating to non-traditional time patterns, location, resourses and teaching methods. Specific standards and modes of evaluation are also attached to a number of these objectives.
3. A basic method of program evaluation is set forth in the section on program evaluation processes.

Additional and specific evaluation proposals are:

- By July 1976 the Academic Standing Committee will, in cooperation with the Deans, evaluate and clarify policies and procedures by which proficiency and life experience credits will be awarded to students.

- The Department of Physical Sciences will by June 1977 evaluate the teaching of the course: American Science Technology through the audio-visual mode.

- The Department of Physical Sciences will by January 1977 evaluate the audio-tutorial version of the course General Physics in the light of its prior trials.

- In order to increase instructional innovation and to meet the needs of students for individualized study, by September 1975 faculty of the Department of Health, Physical Education, and Recreation will establish a departmental committee to review and evaluate projects in the special study project courses and make recommendations to the Department Head and to the Deans in this area, by January 1977.

- In recognition of the wide variety of skill levels among incoming students and the various modes of instruction available, a review of these factors will be undertaken during the academic year 1975-6 by the faculty teaching Business Administration courses, with a completion date by May 1976.

- In order to maintain the effectiveness of special tutoring within the Accounting Program, by June 1976, and each year thereafter, appropriate members of the Business Department will review and evaluate procedures used in this teaching mode.

- In order to maintain the effectiveness of Data Processing integration into Accounting course content, by April 1976 and each year thereafter, appropriate members of the Business Department will review the process and recommend either continuation of existing inter-program learning experiences, or modification of current practices, based upon changes in either or both of the disciplines.

- As the Department of Health Technologies continues the ongoing process of seeking out new and viable resources that will best meet the needs of academic and occupational objectives within the present structure of the Department of Health Technologies, efforts will be made to provide a consistent evaluation of these resources and also those already in use.

IV. Decision Making Arrangements

A. University-wide Governance

1. Appraisal of the Faculty Council, and Recommendations

Dutchess Community College recognizes that the Faculty Council was established to study matters relating to community college faculty and to community college educational problems, policies, and programs; to work with the Faculty Senate of the State University on matters of common concern in the conduct of university affairs; and to serve other functions as determined by State University of New York's Chancellor and Vice-Chancellor as approved by the University Board of Trustees.

Dutchess Community College's representative to the Faculty Council or his alternate make reports on the meetings held to the Professional Staff Organization of Dutchess Community College.

Therefore:

- Dutchess Community College will continue to send a faculty representative and/or alternate representative to bi-annual meetings of the Faculty Council.

D.C.C.'s president is not a member of the President's council and has no comments on this body.

Presidents' meetings are informational. More time should be given to the affairs of community colleges.

B. Campus Governance

Dutchess Community College's PLANNING GOAL is:

- DUTCHESS COMMUNITY COLLEGE WILL PROMOTE DECENTRALIZED DECISION-MAKING WITHIN THE FRAMEWORK OF ACADEMIC GOVERNANCE AND IMPROVED COMMUNICATION AMONG THE TOTAL COLLEGE COMMUNITY.

The primary responsibility for this planning goal is that of the President, and all the professional staff of the college both collectively through the Professional Staff Organization and its constituent councils and individually through full faculty and staff participation in college affairs.

Therefore:

- The President will continue to work to ensure that decision-making throughout the leadership chain is effectively developed.

- The President will work to improve horizontal communication among departments, academic and non-academic, to overcome insularity and to ensure cooperative achievement of campus goals and objectives.

- To promote campus governance and improved decentralized decision-making, the Professional Staff Handbook will be updated annually through the Office of the Dean of the Planning and Information Services, with vital statements of academic policy included.

- During 1975-6 the Executive Council will examine its guidelines and develop a revised statement of the Council's purposes.

- During 1975-6 the Professional Staff Organization will complete a reorganization of its structure.

- During 1975-6 the Administrative Staff Advisory Council will function under a revised set of purposes and make an assessment of this functioning by June 1976.

- During 1975-6 the Instructional Staff Council will continue to review its purposes and structure and make proposals for strengthening its role in campus governance by January 1976.

- During 1975-6 the Department Affairs Council will reexamine its title and purposes, making recommendations for change by June 1976.

- During the 1975-6 and the 1976-7 academic year the Department Affairs Council will establish procedures by which the Council can be involved in the decision-making process for inter-departmental affairs.

Academic and administrative departments will also promote increased communications and decentralized decision-making. Thus:

- In order to improve communication and decision-making within the Biology department, members of the department will develop a set of recommendations for an operational procedure for departmental assistance to individuals seeking to propose new programs, courses, sabbatical leave and research requests, and develop procedures for identifying all information entering the department along with its final disposition.

V. Inter-institutional Cooperation

Dutchess Community College's PLANNING GOAL is as follows:

- DUTCHESS COMMUNITY COLLEGE WILL CONTINUE TO DEVELOP APPROPRIATE ARTICULATION PROGRAMS WITH AREA COLLEGES AND SECONDARY SCHOOLS IN PROVIDING FOR THE EDUCATIONAL NEEDS OF STUDENTS.

A. Present Major Efforts and Activities: Intra-University and Other

1. SUNY IV Until early in 1975 DCC was a participating member of SUNY IV's regional activities. The President (or his designee) actively took part in the Executive Committee plans for region programs. Because of SUNY's budget curtailment, meetings among SUNY colleges was suspended in February 1975.

2. Project AHEAD (Army Help For Education And Development) This is a cooperative project with thirty-three other SUNY campuses. It is aimed at helping soldiers work toward a college degree while on active duty.

3. Veteran Administration/Castle Point Veterans Hospital/ Orange Community College
This is a new ongoing program to train dental laboratory technicians.

4. BOCES, Dutchess County
Articulation between BOCES and Dutchess Community College's Accounting program exists, also in Nursing, Data Processing and Secretarial Science.

5. BOCES, Putnam County
Articulation between BOCES and Dutchess Community College's Dental Assisting Program exists.

6. Associated Colleges in the Mid-Hudson Area
The College continues to participate in cooperative planning sponsored by ACMHA.

Plans for Change and Improvement:

- By September 1977 Dutchess Community College will develop "Bridge Programs" with all area schools, where such programs will benefit the students, the school program, and Dutchess Community College.

- During the period of the plan the Dean of Curriculum and Instruction will explore the development of 1+1 programs with the Ag. and Tech. at Morrisville and Canton.

- D.C.C. will explore ways of cooperating with ACMHA so that cost effectiveness is mutually achieved.

- Through the Associated College's of the Mid-Huson Area Dutchess Community College will develop procedures and policies to promote further use of cross registration between institutions. This will be an ongoing commitment to ACMHA.

- Through articulation with four year colleges in New York, the Office of Executive Dean will work to establish transfer agreements with all colleges where Dutchess Community College graduates may be expected to transfer. This will be an ongoing objective until at least 1983.

- During the 1975-76 academic year, the Office of the Executive Dean will develop a cooperative program with the Culinary Institute of America, such that students may obtain an AAS degree in Culinary Arts.

- The Dean of Curriculum and Instruction will implement immediately a program leading to an Associate degree in Applied Science in cooperation with area unions, particularly the International Brotherhood of the Electrical Workers, Local 215.

- DCC will develop policies and procedures for increased use of credit by examination as a cooperative approach to learning, with other educational institutions.

- The Office of Community Services and Special Programs will continue to expand instructional cooperation with the American Institute of Banking.

- The Office of Learning Resources will continue to expand Dutchess Community College's cooperation with Channel 13.

- The Office of Community Services and Special Programs will continue to work closely with Green Haven Correctional Facility (a Maximum security Prison) in providing college degree courses and programs at the prison.

- Faculty responsible for the Retailing courses will continue to revise the courses offered to meet the needs of community job market requirements, as well as insuring that a comprehensive program of study compatible with the goals of the College, exists to serve the needs of students. Communication with the Program Advisory Committee, past and present students of the programs and local business leaders will be implemented.

- In order to meet the effectiveness of articulation between area high school programs and the College's Accounting program, appropriate members of the Business Department will by January 1977 complete a study with recommendations for implementation of an ongoing articulation program.

- In order to stimulate interest in the Business Administration program and increase cooperation with local high school seniors, by March 1976, visits to area high schools, consulations with high school officials and the inviting of local high schools to campus will be undertaken.

- Secretarial Science faculty will work toward closer articulation with area high schools by exploring the advisability of granting credit for proficiency in skill subjects.

- By December 1979 a coordinated program for transfer students from the Architectural Technology program to several upper divisional schools will be developed, with an evaluation of the procedure undertaken by December 1981.

- The Department of Health Technologies will initiate procedures for the formation of a total Health Technology Advisory Committee to aid in identification of the needs of the community and assist in the planning and establishment of programs with the highest priorities.

The Dental Assisting Program faculty will continue to work with the Putnam-BOCES Dental Assisting Program and reinforce this cooperation by opening section 81 at the Putnam facilities.

In order to work toward an orderly transition of Nursing education toward upward mobility of technical nurses to professional nurse status, the Nursing faculty will continue to develop articulation and dialogue with four-year SUNY Nursing Programs, through discussion at professional meetings, workshops, and with the help of the President, the Associate Degree Nursing Council and the National League of Nursing. The Nursing faculty will continue to develop an awareness of this need for upward mobility of the technical nurses, also, through seminar discussion, and the active solicitation of two and two Nursing Programs to present their admission requirements to students via the Transfer Counsellor's Office and the Nursing Club. Furthermore, they will develop a transfer program for ADN students at Dutchess Community to SUNY four-year Nursing Programs and will evaluate this at a later date. Furthermore, they will evaluate upper division Nursing Programs that best serve Dutchess Community College nursing students, evaluate the success of former nursing students at the baccalaureate level, research the licensure on articulation patterns, and develop a parallel nursing program to be submitted to the Curriculum Committee by September of 1980.

The faculty responsible for the Medical Assisting Program will expand externship experience for students by the spring of 1977 in cooperation with hospitals, nursing homes, and other allied health facilities.

The faculty teaching Medical Assisting courses will work with area nursing homes, hospitals, medical societies, and the Department of Public Health to increase employment opportunities for graduates of the programs by the spring of 1978.

The Child Care program faculty will seek to articulate and cooperate with four-year college programs in Child Care and develop transfer arrangements by June 1976.

- The faculty of the Child Care program will involve the Child Care program students to a greater extent in community learning projects, utilizing agency expertise by January 1977.

- The Nursery Education faculty will plan and sponsor a one day conference for faculty and student representatives from two-year colleges in the state offering early childhood programs with opportunities, for in-depth communication about shared concerns and problems. This conference will be held during the 1975-76 school year at Dutchess Community College.

- The faculty of Visual Art Technology program will develop articulation with area high schools and develop transfer arrangements with four-year colleges in the fields of fine and applied arts.

- A Curriculum Advisory Committee of area artists and craftsman will be created by the faculty of the Commercial Art program by September 1976 to serve the Commercial Art students and their program.

VI. Accountability

A. Methods of Assuring Policy and Plan Compliance

Dutchess Community College is acutely conscious of budgetary restraints and the need to account for its financial and educational programs to its various constituencies including the general public. Therefore, the major PLANNING GOAL to assure compliance with college policies and plans is:

- DUTCHESS COMMUNITY COLLEGE WILL DEVELOP COST EFFECTIVE PROCEDURES DESIGNED TO PROMOTE EFFECTIVE MANAGEMENT AND MAXIMUM STUDENT LEARNING.

A major responsibility for the implementation of this planning goal is that of the Dean for Administration. Others responsible for the planning goal are the President, the Deans, the faculty and the staff of the College. Objectives proposed to meet this goal are:

- During the period of the plan, the Dean of Administration will work to assure that annual budgets do not reflect an excessive increase in cost per FTE student.

- During the period of this plan, the Dean of Administration will work to assure that an overall increase in FTE student cost is justified only by educational program improvement or new programs arising out of the review and evaluation processes set forth in this plan.

- Prior to September 1977, the Office of the Dean of Administration will, in cooperation with the Office of Planning and Information Services, develop policies and procedures for implementation of costing direct expenses of academic programs.

- By September 1978, the Office of the Dean of Administration in cooperation with the Office of Planning and Information Services will develop procedures for prorating indirect costs to academic programs.

- During the period of this plan the Office of the Dean of Administration will provide continual review of maintenance support functions and operations in order to insure support of academic programs at minimum cost.

- During the period of this plan, the Office of the Dean of Administration will make a continuing review of non-professional support staffing in order to assure improved utilization and efficient use of personnel needed to support the College's programs.

B. Methods For Measurement For Plan Implementation

The College's PLANNING GOAL for the implementation of this master plan is as follows:

- DUTCHESS COMMUNITY COLLEGE WILL INCREASE ITS USE OF COMPUTER SERVICES IN THE GENERATION OF MANAGEMENT DATA IN ORDER TO PROVIDE CONTINUAL EVALUATION AND TO ASSIST IN THE ACCOUNTABILITY OF RESOURCES USED.

The Office of Planning Information will have a major responsibility for this planning goal in order to insure that all the goals and objectives of this master plan are met. The Academic and Administrative Departments will develop strategies to achieve their objectives. Objectives to implement the above planning goal are as follows:

- By January 1976 the Registrar will survey faculty and Administrative office to determine the student data most commonly needed and will work with the Computer Center and the Office of Planning and Information Services to include such information in an expanded and accessible student data base.

- By January of 1976 the Dean of Planning and Information Services will develop display tables with Dutchess Community College data in essential areas of enrollment and other student characteristics both for full time and part-time students for College distribution and planning use.

- Beginning immediately the Office of Planning and Information Services will work to promote the development of an expanded and improved student data base.

- In the spring of 1976 and each spring thereafter, the Office of Planning and Information Services will request a College-wide review and status report on the achievement of objectives proposed to meet the planning goals.

- The Office of Planning and Information Services in the Spring of 1976 after consultation with the Long Range Planning Steering Committee, request updates and amendments to the Master Plan from all administrative and academic departments. This review will be completed by June 1976.

- The Dean of Planning and Information Services will take steps to synthesize, interpret and distribute appropriate data from institutional research data collections.

- A table showing program costs for 1980 will be developed by the Dean of Planning and Information Services.

Other specific activities to assist in the measurement of Master Plan implementation are:

- By August 1976, the Dean of Planning and Information Services will undertake and complete a study of the retention and attrition success of both full-time and part-time degree program students at the College during the 1975-76 academic year.

- By December 1976, the Registrar, in cooperation with the Computer Center Director, will complete the development and implementation of the new transcript application related to the improved student data base, so that grades and academic status of all students can be accurately reported.

Furthermore faculty will be responsible for the following:

- In order to increase the ability to deal with the future through planning, by June 1976, members of the Department of Biological Sciences will update its departmental long range plan.

VII. Implementation

A. Enrollment Plan

See Table Attached - page 82.

Objectives to help enroll and register students are as follows:

- During the 1975-76 and the 1976-77 academic years, the academic departments and the Registrar will study ways in which additional students can be attracted to enroll in the liberal arts programs.

- In the year 1976-77, a feasibility study will be conducted by the Dean of Planning and Information Services, Registrar and the Director of the Computer Center of mail registration and billing procedures which will also be compatible with a computerized general ledger accounting system.

- The Director of Admissions and Registrar will continue to provide opportunities for the accepted student to defer admission up to two semesters from the semester of initial application.

- The Registrar will by January 1977, with the Computer Center staff complete a study of mail registration procedures for full-time students. If feasible, the development of the best procedure will begin with implementation scheduled as soon thereafter as possible.

- By September 1977, the Registrar will complete a study of innovative methods and procedures for the registration of part-time students and implement desired procedures as soon as feasible. This will be an on-going objective.

- By January 1977, the Registrar will complete in cooperation with the Computer Center staff, the feasibility of machine scheduling of first semester courses of new applicants. If deemed desirable, the development and implementation of such a system will begin in 1978.

- The Registrar will continue to provide the "step out" opportunity for enrolled full-time students who desire to interpret their enrollment by one or more semesters. This will be an on-going objective.

B. Facilities Plan

Dutchess Community College has no construction plan for new facilities for the period of this plan. The College has set no PLANNING GOAL in this area.

However, the following objectives are presented:

- By January 1976, complete the $1.2 million new cafeteria.

- By September 1976, complete the renovations of Dutchess, Bowne and Taconic Halls.

In order to increase the ability of Dutchess Community College to meet the changing and emerging physical education needs of students, the need for tennis court lighting, track reconstruction, expanded baseball fields, indoor squash, handball courts and weight room will be studied by the Health, Physical Education and Recreation Department in cooperation with the Office of the Dean of Administration.

- A feasibility study of obtaining a T-pool swimming pool will be undertaken by June 1976 by the Department of Health, Physical Education and Recreation faculty and the Office of Dean of Administration.

- The Director of the Library will consider library expansion needs by 1980 and make appropriate recommendations to the President.

- The Associate Dean of Administration will work with the Dean of Administration to make proposals for space for full-time faculty, the Alumni Association Office , and a student radio station office; and will design and place 3 kiosks on campus by September 1976.

- The Associate Dean of Administration will develop a plan for making space to accommodate 4100 FTE students by 1980.

- The Associate Dean of Administration will complete the modification of all physical facility space to accommodate the handicapped by September 1976.

- The Associate Dean of Administration will immediately complete the landscaping of the campus so that the beauty prior to construction is restored.

- The Dean of Administration will develop facility plans for adequate maintenance and storage operations by 1977.

- The President and Executive Council will explore the feasibility of a Southern Dutchess Campus by 1977.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 6 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Degree Credit Students and Workloads

Dutchess Community College

	Fall Headcount Enrollment			Annual Average FTE*
	Full Time	Part Time	Total	
1976-77				3,725
Campus Total				
Undergraduate				
Total	2,550	3,000	6,150	
Lower Division				
Upper Division				
Graduate				
Total				
Beginning				
1st. Professional				
Advanced				
1st. Time (Freshmen)	(1,360)	XXXXXXX	XXXXXXX	XXXXXXX
Transfer Students	(100)	XXXXXXX	XXXXXXX	XXXXXXX
1980-81				
Campus Total	2,700	3,900	6,600	4,100
Undergraduate				
Total				
Lower Division				
Upper Division				
Graduate				
Total				
Beginning				
1st. Professional				
Advanced				
1st. Time (Freshmen)	(1,340)	XXXXXXX	XXXXXXX	XXXXXXX
Transfer Students	(100)	XXXXXXX	XXXXXXX	XXXXXXX
1984-85				
Campus Total	2,700	3,900	6,600	4,100
Undergraduate				
Total				
Lower Division				
Upper Division				
Graduate				
Total				
Beginning				
1st. Professional				
Advanced				
1st Time (Freshmen)	(1,340)	XXXXXXX	XXXXXXX	XXXXXXX
Transfer Students	(100)	XXXXXXX	XXXXXXX	XXXXXXX

*Community Colleges: Incl. Summer Sess., averaged in; incl. all State Aided FTE. Part-time headcount includes credit-free